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ABSTRACT

This paper includes both an evaluation of group counseling and a manual for training persons in group counseling. Thirty-five full-time graduate trained counselors were given 30 intensive hours of training in interpersonal skills and group work over a five-week period. In addition to this, all trainees operated a student group in conjunction with the training program and another after their training period as part of the research component. Each of the counselors involved committed a minimum of 50 hours to this program. The most relevant and significant finding is evidence suggesting that both attendance and achievement of students identified as truants and underachievers are significantly improved by both individual and group counseling. However, there is no clear evidence that individual counseling is more or less effective than group counseling. (Author/LP)

ED 085638

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EFFECTIVENESS
of
GROUP COUNSELLING PROCEDURES

E.L. Gaetz
Project Director
September 1972

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EDUCATION & WELFARE
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To: Alberta Innovative Projects Advisory Board
&
Calgary School District No.19

CG 008 579

STUDY OF EFFECTIVENESS

OF

GROUP COUNSELLING PROCEDURES

Project Director
E. L. Gaetz
Final Report
August 31, 1972

The final report of the project director is submitted in terms of the project's objectives, time schedule and finances. Each of these areas will include a brief outline of the problems encountered, solutions attempted and resultant recommendations.

It should be noted that this report avoids repetition of the first three reports and does not cover the training or research components in any significant detail. For a complete understanding of the project's results one must consult Dr. M. B. Manley's manual of training and the Hawkes-Gabbert and Associates research report.

A. PROJECT OBJECTIVES

1. To provide a training program for School Board counsellors that will provide them with skills and concomitant personal assurance necessary to run counselling groups in the school.

   This objective has been achieved insofar as all applicants (36 counsellors) were trained in group skills and subsequently operated a minimum of two student groups each.

2. To document, assess, revise and report in detail the content and methodological format of the training program. The process and reporting of this information will be dedicated to the production of a "Training Manual" which is transportable to other school divisions. The intent of the manual will be to show others how to quickly build on previous training to create effective group workers.

   Objective number 2 is an accomplished fact in that the training manual is completed.

3. To increase the frequency of group counselling in secondary schools.

   Although the pilot study, in the initial proposal, which indicated virtually no group counselling was being conducted has not been replicated, subsequent research indicates that 30% of our secondary school students are now receiving group counselling.

4. To examine experimentally the relative effectiveness of group versus individual counselling in dealing with secondary school underachievers and truants.

   The research component of this project is completed in a ninety page report.

B. PROJECT TIME SCHEDULE

Phases 1, 2 and 3 (all aspects of training) were completed on schedule. However, the completion of the consequent counselling was delayed due to semester breaks and report card schedules so data collection was not completed until June 30 instead of May 30, as scheduled for Phase 3. Therefore, this final report has been delayed 30 days.

C. PROJECT BUDGET

The proposed budget was inadequate and disproportionately allocated. This was due to the unexpected numbers of counsellors that requested training. The result was that the researchers, trainers and the editor of the training manual all contributed considerable time and effort without recompense, as did members of the Calgary School Board staff.

The most serious financial difficulties, which adversely affected everybody connected with the project, were caused by the fact that the project was not officially financed until it was half completed ([redacted]).

Thanks to the co-operation of the counsellors, Mr. Collins Meek, Co-ordinator of Innovative Projects; Dr. R. P. Plaxton, Calgary School Board Director of Research and Development; Dr. C. H. Sangster, Calgary School Board Superintendent of the Division of Special Educational Services; and Mr. D. W. Feltham, Calgary School Board Supervisor of Guidance, the project survived delayed financing.

Political circumstances, which are unlikely to be repeated with significant frequency, appeared to be the major cause of delayed financing. Therefore, the only recommendation to be made is that, in future, project directors be given more assistance related to budgeting.

D. MAJOR CONSIDERATIONS

1. Training Component

Counsellor response to the offer of training in group work supported the hypothesis that counsellors felt they lacked training in this area and were extremely interested in receiving training.

Upon completion of the group training, counsellors reported subjectively that it was an extremely worthwhile experience which many wished to continue at an advanced level. The major criticism that trainers received from the trainees was that the training program was too intense and concentrated within too brief a period of time (36 hours in 6 weeks).

Of the 36 full-time professional counsellors who were trained as a result of this project, 11 were selected by the trainers for advanced training. This should be interpreted to mean that although all trainees improved their interpersonal skills, not all were found to be potential trainers. In the training manual, Dr. Manley is explicit in stressing the need for high level trainers.

Since the completion of the training component of this project, the Calgary School Board Department of Research and Professional Development and the Guidance Department have been collaborating on plans for continued training, not only of counsellors but also teachers, principals and central office administrators.

2. Research Component

Both the training and the research components of this project were contracted outside the school system. In the case of the research, it was particularly advantageous because it eliminated many biases and has provided, therefore, a more objective viewpoint than might have otherwise been achieved.

The ninety page research report by Hawkes-Gabbert and Associates includes pertinent observations and recommendations regarding research related to this and future projects. Recommendations based on the research findings are to be found in the detailed report.

The most relevant and significant finding is that the attendance and achievement of students identified as underachievers and truants is significantly improved by both individual and group counselling. However, there is no clear evidence that individual counselling is more effective than group counselling. Therefore, it seems reasonable to train for and promote the use of group counselling as it would appear to be more efficient. In order to determine more exactly the savings which could accrue through increased use of group counselling, more research is needed.

In conclusion, the joint sponsorship of the Department of Education and the Calgary School Board which supported this project has provided 36 counsellors with special skills in group counselling and it has provided evidence that counselling can improve attendance and achievement. It would also appear that this project has identified group counselling as a more efficient method of helping students. In a time of economic restraints, program budgeting and accountability, continued support of research projects which address themselves to problems of efficiency appears most reasonable.

ALBERTA INNOVATIVE PROJECTS

PROPOSAL TO THE ADVISORY BOARD

Part 1: General Data

School District, County or Division	School	Project Director
Address: CALGARY SCHOOL DISTRICT NO. 19	N.A.	E.L. GAETZ, Assistant Supervisor, Guidance Phone: 267-9591
515 Macleod Trail S.E.		
Calgary 21, Alberta		Address 515 Macleod Trail SE
		Calgary 21, Alberta

Title of Project: (The title of the project should be self-explanatory in terms which would convey meaning to an educated layman. The Advisory Board may edit titles for information retrieval purposes or for clarity or brevity in public announcements.)

STUDY OF EFFECTIVENESS OF GROUP COUNSELLING PROCEDURES

Starting Date of Project September 1971 Planned Completion Date June 1972

Brief Synopsis of Proposal. The Innovative Projects Advisory Board requires a short summary of the project written in terms that can be readily understood by the general public. The synopsis should outline simply and clearly the purpose of the project and the main features of the design. Applicants are therefore requested to submit such a summary in 200 - 300 words.

Group counselling may be more effective than individual counselling with secondary school pupils. Group counselling may be more cost-efficient than individual counselling. A pilot survey indicates that group counselling is almost nonexistent in our secondary schools.

It is proposed that innovative high quality, short term, training programs in group counselling methods be offered to full-time secondary school counsellors. The provision of such a training program then allows research examination of whether group counselling is more effective than individual counselling, when dealing with underachievers and chronic truants.

If funded this project will produce: A) an innovative training manual package which could be used throughout the province to equip school counsellors with the skills and attitudes necessary to increase their cost-efficiency through groups, B) scientific insight into the effectiveness of group counselling approaches to the problems of underachievement and truancy in students.

Part 2: Description of Plan for the Project

For uniformity of presentation for assessment purposes, please use the subject headings given below. For many requests an adequate description can be given in four to five pages, but do not hesitate to add further sheets if they are required.

1. Background of Study - give a concise resume of existing knowledge and existing practices as they relate to the problem.

2. Rationale for Project - briefly and clearly indicate the significance and practical importance of project. Indicate the specific relationship of the project to the problem. It may be appropriate here to state the hypotheses to be tested or the specific questions to be answered. Show implications both locally and provincially for the project.

3. Purposes or Objectives for the Project - state clear, precise goal statements in operational terms.

4. Design for Study - particular attention should be given to this section because it provides the primary basis for evaluating the proposal. Indicate: general plans and procedures to be followed, methods to be used in collecting and analyzing data, role(s) of personnel, project motives, how project is to be evaluated, nature of questionnaires and other instruments to be used, populations, samples, analyses of data, etc.

ALBERTA INNOVATIVE PROJECTS PROPOSAL TO THE ADVISORY BOARD

Background and Rationale (Proposal Headings 1 and 2)

In the Calgary School Board's secondary schools the student-counsellor ratio varies from 400 to 1 in the senior high schools to 500 to 1 in the junior high schools. These ratios fall far short of the 250 to 1 commonly accepted as necessary to effect a satisfactory set of guidance services--the most important of which is student counselling. At this time it appears that progress toward the recommended ratio will not be realized for economic reasons while at the same time the demand for personalizing education continues to increase among our alienated students. If the student-counsellor ratio cannot be improved then ways of improving counsellor efficiency without loss of effectiveness should be studied.

(Use additional sheets if necessary)

In view of the trends in educational literature toward humanism, as illustrated in Learning and Living (Hall-Dennis, 1968), human relations in Mental Health in Alberta (Blair, 1968), group processes in Commission on Educational Planning-Interim Proposals (Worth, 1971) and the use of groups as reported in the Western Psychologist (Safran, 1971) it would appear that the next major step in educational methodology will be toward more effective group work. Efforts in this direction would also be in line with the Department of Education's recommendation that to utilize more economically the existing guidance staff, group counselling procedures be implemented as expertise allows (Report of the Department of Education on Calgary High Schools, March, 1971).

This study is based on a conceptual model developed in response to both the trends and the immediate need for cost-effective programs. Underlying this model are the following assumptions:

1. Many concerns now dealt with in individual counselling could be handled in group counselling, e.g. truancy.

2. In some areas of counselling, group counselling is more effective than individual counselling, e.g. underachievement.

3. Problems can be anticipated and prevented through appropriate group work more efficiently than through individual counselling, e.g. classroom behaviour problems.

4. Group counselling results in a high level of cost-effectiveness, e.g. of the 90,000 individual interviews conducted by Calgary School Board secondary school counsellors, almost half could have been conducted more effectively in groups. Therefore, on a province-wide basis, it is reasonable to assume that approximately 200,000 individual interviews would be more effectively conducted in groups. This would represent a significant economical innovation.

Description of Model

The model is comprised of five levels.

Level I Information

The identification of needs is a priority. The best sources from which to determine the needs are the students, parents, community personnel, and school personnel. The information derived from these groups would be supplied to the planning committee.

Level II Planning

Representatives from each of the four primary sources establish priorities among the identified needs and refer their recommendations to the guidance staff.

Level III & IV Placement & Implementation

It is at this point in the model that groups are established to accommodate those students who previously would have been seen on an individual basis.

At least two dimensions are significant in implementation of group procedures,

1. information input, and
2. confidentiality.

Information input refers to the amount of information supplied by the counsellor. Confidentiality refers to the amount of personal information involved.

If the two dimensions are each divided into high and low, then Level IV implementation can be seen as involving four quadrants:

1. high confidentiality and high information input.
2. high confidentiality and low information input.
3. low confidentiality and high information input.
4. low confidentiality and low information input.

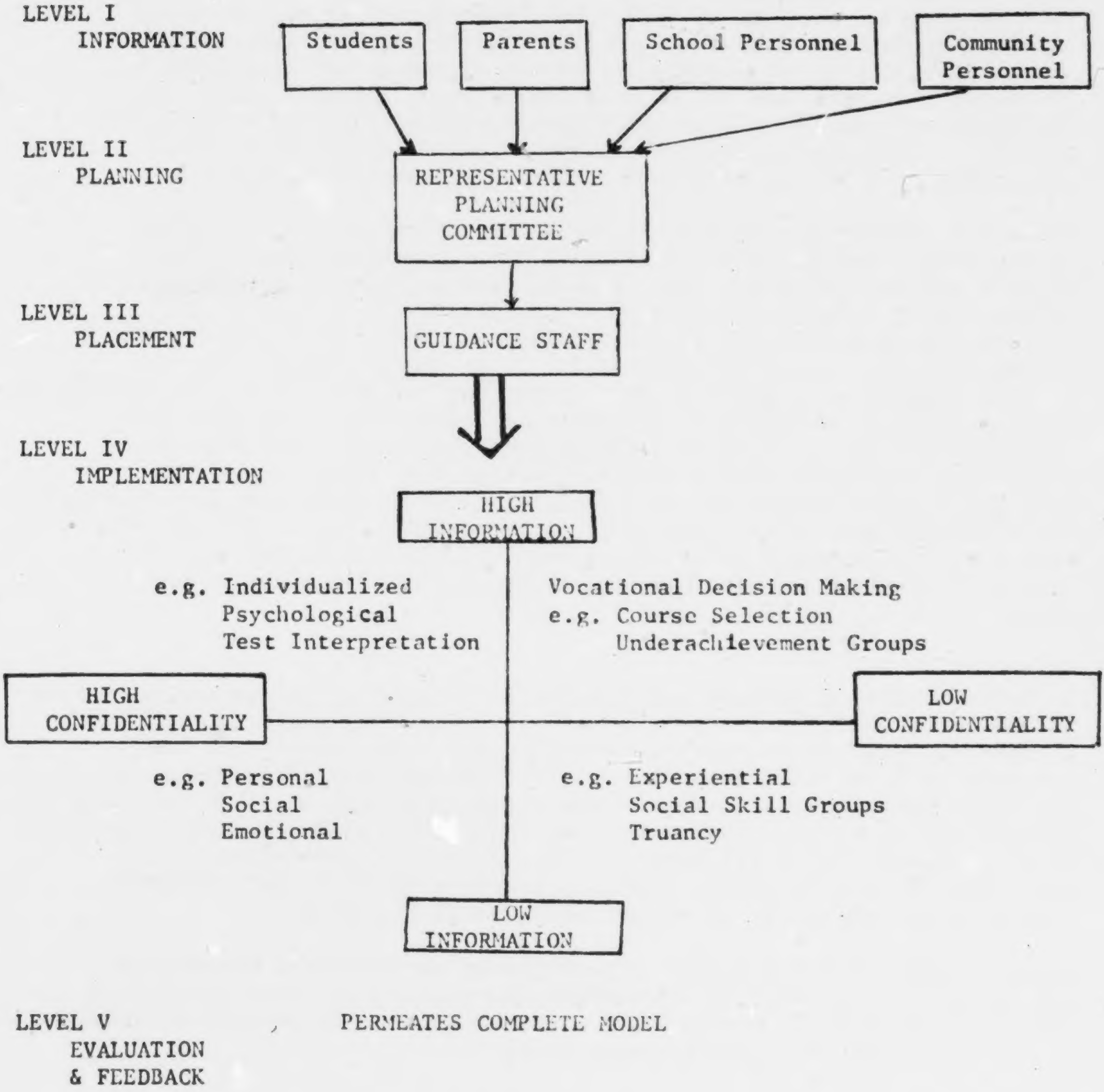
With these two dimensions in mind, it seems reasonable to initiate a study on groups in areas in which the need for confidentiality is low regardless of the level of information involved. Therefore this study will concentrate on groups of underachievers and truants, rather than groups having other personal-emotional problems.

Level V Evaluation

To determine the limitations and extensions of the model, feedback and evaluation will be built in at every level.

The proposed counsellor training and research will be transitional and will assess the practicality of implementation of the model. The model is depicted in the following illustrations.

GROUP COUNSELLING MODEL


LEVEL I
INFORMATION
Students
Parents
School Personnel
Community Personnel
LEVEL II
PLANNING
REPRESENTATIVE PLANNING COMMITTEE
LEVEL III
PLACEMENT
GUIDANCE STAFF
LEVEL IV
IMPLEMENTATION
HIGH INFORMATION
e.g. Individualized Psychological Test Interpretation
Vocational Decision Making
e.g. Course Selection
Underachievement Groups
HIGH CONFIDENTIALITY
LOW CONFIDENTIALITY
e.g. Personal
Social
Emotional
e.g. Experiential
Social Skill Groups
Truancy
LOW INFORMATION
LEVEL V
EVALUATION & FEEDBACK
PERMEATES COMPLETE MODEL

This project does not propose to study the total model but rather some of the parameters of counselling students in groups as compared to individual counselling. A review of the literature has not revealed studies comparable to this project. Presently, individual counselling far exceeds group counselling in both time spent and frequency of use. In fact, a pilot survey (Appendix A) conducted prior to the submission of this proposal indicated that seven out of ten counsellors do not counsel groups and the remainder spend less than 10% of their counselling time working with groups. At the time of the survey, approximately 18 out of a sample population of 4,500 students were members of counselling groups.

There are several reasons for the relatively little use made of group counselling. This proposal is based on the supposition that the most significant problem is the lack of counsellor training in techniques of group work. The great majority of professional counsellors, that is with a graduate diploma or master's degree, do not have course work or practicum experience in group work. It is little wonder that they express reluctance to give up the familiar and friendly one-to-one counselling session in favor of dealing with groups of students in situations that go beyond the limits of their training and experience. They have no background that might enable them to conclude that group counselling will be of psychological benefit to their students. They have no background which enables them to see that they can serve more students in less time. They have no background which will allow them to maximize the potential for peer influence which is powerful throughout the secondary school years.

It is believed that trained and experienced counsellors can be trained quickly in the basic techniques of group work. It is believed that a significant portion of School Board counsellors will voluntarily seek "group work" training if it is offered to them. It is believed that once exposed to the short training sessions these same counsellors will use what they have learned and that the incidence of group counselling will increase dramatically in the schools. It is believed that "group trained" counsellors will, over time, be used by school staffs as resource people to help teachers improve their own skills in dealing with classroom groups.

Support funds are being sought to demonstrate the preceding contentions and others. It is hoped to demonstrate the validity of these contentions and also provide this province with a training manual to facilitate replications of our experience on a province-wide basis.

OBJECTIVES FOR THE PROJECT (Proposal Heading 3)

1. To provide a training program for School Board counsellors that will provide them with skills and the concommitant personal assurance necessary to run counselling groups in the school.

2. To document, assess, revise and report in detail the content and methodological format of the training program. The process and reporting of this information will be dedicated to the production of a "Training Manual" which is transportable to other school divisions. The intent of the manual will be to show others how to quickly build on previous training to create effective group workers.

3. To increase the frequency of group counselling in secondary schools.

4. To examine experimentally the relative effectiveness of group versus individual counselling in dealing with secondary school underachievers and truants.

DESIGN FOR STUDY (Proposal Heading 4)

The detailed plans which follow are somewhat tentative in that work is still proceeding, and will continue, to achieve greater clarity in terms of both the training program and the evaluation plans. Although the proposal is being initiated and will be directed by the Guidance Department of the Division of Special Educational Services, Calgary School Board, the training and evaluation will be carried out by independent consultants. Drs. Conklin and Manley, counselling psychologists of the University of Calgary, have agreed to proceed on developing the training package. Hawkes, Gabbert and Associates (Behavioral Research Consultants) have agreed to work on further development and refinement of data collection and analysis procedures.

The Guidance Department has deliberately sought commitments from these external consultants in the belief that the training and research should be as uncontaminated by internal bias as is possible. We do not wish to risk the possibility of developing and evaluating a program which is so unique to our particular situation that it is nontransportable.

The initial step in this study is to provide training in group procedures.

I SELECTION & TRAINING

Subjects

The subjects for this study will consist of all those Calgary School Board full-time secondary school counsellors who apply to attend an advertised five-week in-service training program in group counselling (anticipated minimum of 30 and maximum of 50 applicants). Subjects will be randomly assigned within sex and within Junior and within Senior High to one of two groups. Group A will receive immediate training. Group B will be "wait-listed" for 10 weeks before receiving training. All subjects (S_s) will be required to sign a contract commitment to record and collect necessary data. The signing of this contract will be a precondition for inclusion in the training program.

Training Procedures

Training will consist of two three-hour sessions per week for five weeks (training = 30 hours). Didactic and experiential approaches will be used in training subjects in interpersonal skills such as empathy, concreteness, etc., and in training subjects in preferred group methods of dealing with the specific problems of truancy and underachievement. The schedule of training is included in Appendix B.

Trainers will be two experienced group counsellors who have previously demonstrated effective functioning on facilitative interpersonal skills.

Subjects in Group A will be tested before and after training to determine changes in level of functioning on interpersonal skills and changes in knowledge of group methods. The tests of interpersonal skills will include objective paper-and-pencil tests of discrimination and production ability, and ratings of video tape recordings of subjects performing in groups (Carkhuff, 1970). Knowledge of group methods will be determined by an objective paper-and-pencil test. These S_s will be interviewed by the trainers 4 weeks after completion of training.

The information thus obtained from Group A subjects will then be used to guide suggested changes in training procedures before starting the training of Group B subjects.

Group B subjects will be examined in a comparable manner throughout, and upon completion of their training. This additional information will be used in the preparation of the final "Trainer's Manual".

II GROUP COUNSELLING EFFECTIVENESS

Student underachievement and truancy are two of the most significant problems existing in our Secondary Schools. Counsellors, teachers and administrators all attempt to deal with these problems usually on an individual and time consuming basis. Group counselling may be a more effective method of tackling these problem students.

Research Hypothesis

Secondary school underachievers who participate in group counselling will show academic achievement gains significantly greater than those counselled individually and those who are not counselled at all.

Secondary school chronic truants who participate in group counselling will have significantly reduced truancy rates when compared with those counselled individually and those not counselled at all.

Subjects

The subject pool for this study will consist of all students identified within each participating school as underachievers and/or chronic truants by the administration of that school at a point in time which corresponds with the end of training of the "wait-list" (Group B). Within each of the underachievement and truant categories in each school, subjects will be assigned randomly to one of three groups: Group G (Group), Group I (Individual), Group C ("Wait-list" control). A minimum of five and a maximum of ten subjects in each category and each group will then be randomly assigned by Hawkes, Gabbert and Assoc. to each counsellor who has taken the training.

Counselling Procedure

Upon receiving the names of his subjects, each counsellor will then contact all his subjects in Group I and attempt to arrange for a series of five individual interviews, over five weeks, with each student on this list. Subjects identified as Group G subjects will be contacted and asked to attend a minimum of five group sessions over the same five-week periods. Subjects in Group C will not be contacted but may be counselled if they initiate the contact.

Counsellors will be required to proceed as outlined above as part of their contractual obligations for particpating in the training program. However, no attempt will be made to indicate how counsellors are to conduct either the individual or the group sessions. Each counsellor is free to approach the task in what he views as the most effective way possible.

Counsellor contact with participants' parents should be considered if group counselling is a relatively new procedure and particularly if students are asked to sign performance contracts.

Data Collection

Data will be collected by each counsellor on each subject assigned to him. The following data will be collected:

1. Attendance data for each subject over 40 school days prior to initiation of counsellor contact and for 40 days following counsellor initiated contact.
2. Changes in scholastic average between report card immediately preceding the start of the program and the first reporting period following the counselling by at least 30 days.
3. Attendance at individual or group counselling sessions.
4. Subjective data from teachers regarding changes in classroom behaviour or attitude noticed by classroom teachers (each teacher to be approached once approximately 30 days after completion of the counselling sessions).
5. Subjective data from students expressing their appraisal of the group and individual counselling experience.

Data Analysis

An appropriate three groups one-way analysis of variance procedures will be used to test for significance of difference between groups on the first three variables.

The subjective data will be grouped appropriately according to whether the comments are essentially positive or negative and then analyzed in a 2 x 3 chi square table.

Part 3: Time Schedule for Project. (Indicate starting date--Phase 1, Phase 2, etc.) Indicate planned completion date.

PROJECT SCHEDULE

Phase 1.

Sept. 10/71	Invitations to group counselling training issued to all eligible counsellors.
Sept. 17/71	Random assignment of applicants to training groups.

Phase 2.

Oct. 4	Training of Group A begins.
Nov. 5	Training of Group A ends.
Nov. 29	Training of Group B (wait-list).
Jan. 15/72	Training of Group B (wait-list) ends.

Phase 3.

Mar. 30	Counselling of underachievers and truants begins.
May 30	Final data collection.

Completion

June 30	Final reports of results and completion of training manual.

APPENDIX A

PILOT SURVEY

The first named full-time professional counsellor in every sixth public secondary school was telephoned and asked the following questions:

(1) How many counselling groups are you presently operating?
(2) What is the average number of students usually involved in one group session?
(3) What type of counselling groups are you presently operating, that is, is:

(a) information dissemination, or
(b) counselling the primary purpose?

(4) How many group sessions have you operated during the last two weeks?
(5) What percentage of your counselling time, not guidance time, is devoted to group counselling during a school year:

Counsellors	1	2	3	4	5	6	7	8	9	10
Question 1	0	0	0	0	1	0	0	0	0	2
Question 2	10	5	4	N.A.	8	8	N.A.	N.A.	N.A.	6
Question 3(a)	0	0	0	0	0	0	0	0	0	0
(b)	0	0	0	0	1	0	0	0	0	2
Question 4	0	2	0	0	0	0	0	0	0	4
Question 5	5%	5%	10%	0	5%	3%	0	0	0	10%

APPENDIX B

TRAINING SESSION TOPICS

Weeks	Topics
1	Introduction, Preview, Pre-Testing
	Interpersonal Skills - Empathy
2	Review Empathy - Intro-Respect
	Review Respect - Intro-Concreteness
3	Intro-Immediacy, Genuineness, Self-Disclosure
	Intro-Confrontation - Group Dynamics
4	Preferred Mode of Dealing with Underachievement
	Preferred Mode of Dealing with Truancy
5	Review
	Post-Testing

Part 4: Project Budget

Details of Project Budget

Personnel Salaries - indicate the estimated costs and duties of personnel.

Type of Service	Number, Monthly Rate and Period of Employment	$
Proposal preparation, recruiting, direction write final report. Typing proposal, data forms, training manual, final report. Data collection & transposition. Design evaluation pkg. & data collection system. Monitor data collection. Analyse results, write research report.	Director: 1/10 time	1,550.00
	Secretarial: 30 days @ $20/day	600.00
	Research Assist: $200/mo for 8 mos.	1,600.00
	Evaluation & Data Supr: $50/day for 16 days	800.00
	Total	4,550.00

Consultancies - include names of consultants. If services are to be contracted out, give name of supplying agency.

Type of Service	Basis of Cost	$
All services listed above with the exception of those of the project Director and Secretary will be let out on contract along with key punching and computer time. (Hawkes, Gabbert and Associates)		2,600.00
	Total	2,600.00

Travel and Subsistence - describe places to be visited.

Places and Length of visit	Mode of Transport	Fares $	Subsistence $
	Sub-Total		

Total ____________

Conferences and Seminars - these must relate directly to the project.

Registration, Speakers, Space, Rental, etc.	Basis of Cost	$
Professional fees for trainers (2)	**$17/hr for 60 hrs x 2**	**2,040.00**
Profession fee for manual preparation & editing	**$10/hr for 80 hrs (2 wks)**	**800.00**
Video Tapes	**10 @ $35 each**	**350.00**
V.T.R. and Camera	**$6/hr for 60 hrs**	**360.00**
Testing Materials	**$.50/student for 1950 students**	**975.00**
	Total	**$4,525.00**

Supplies and Equipment - exclude regular office equipment. Include supplies and equipment specifically required for the project.

Item	Basis of Cost	$
Estimated Indirect Costs	**Office supplies, materials, postage, messenger and delivery cost**	**$ 300.00**
	Total	**$ 300.00**

Other Expenditures - e.g. survey contracts, data processing services, etc.

Item	Basis of Cost	$
Direct Data Analysis Costs	**Keypunching & computer time**	**$ 200.00**
	Total	**$ 200.00**

Indicate the nature and amount of the requests for support from all other agencies.

Name of Agency	Nature of Support	Amount of Support
NONE		

SUMMARY OF PROJECT BUDGET

	Salaries $	Consuitan-cies $	Travel & Subsist. $	Conferences & Seminars $	Supplies $	Prep. & Print. Mat. $	Other $	Total $
1st. yr.	4,550.00			4,525.00	300.00		200.00	9,575.00
2nd. yr.								
3rd. yr.								
Total								

Part 5: Legal Undertaking and Signatures (please sign three copies)

Application is hereby made for a grant under Section 14 of the Department of Education Act, 1970, to conduct the innovative project outlined above. It is understood and agreed:

(a) that the project proposal must be approved by the Minister before any funds can be granted by the Department of Education

(b) that funds granted for the project shall be paid in instalments based upon progress of the project or at such times as the Minister may determine

(c) that funds granted for this project shall be used only for the project as approved

(d) that approval of the Minister is required before the project may be changed

(e) that such reports shall be submitted as the Minister may from time to time require

(f) that such records and accounts as are necessary and desirable in respect of this project shall be maintained and that the Minister of Education and his officers and agents shall be afforded every facility to inspect and examine all such records and accounts

(g) that the regulations and conditions governing the award of grants for innovative projects, which apply to any grant made pursuant to this application and approved by the Minister, are hereby accepted and agreed to by the Project Director, the Applicant, and the Department of Education

(h) that the Minister reserves the right to withdraw support if it becomes apparent that the commitments in the proposal are not being adhered to

(i) that a final audited financial statement must accompany the final summary report submitted to the Advisory Board. This report must be submitted to the Advisory Board after the project has been completed as a condition for the final payment

Date June 8, 1971 ____________________
(Signature of Project Director)

(Signature of Board Chairman)

Date June 8, 1971 1. ____________________

Date ____________________ 2. ____________________

(Signature of Secretary-Treasurer(s)

Date June 9, 1971 1. ____________________

Date ____________________ 2. ____________________

____
(Witness)

____
(Witness)

Date ____________________ ____________________
(Signature of Minister of Education)

STUDY OF EFFECTIVENESS OF GROUP COUNSELLING PROCEDURES

A Research Report

Presented to

Calgary School Board

(School District 19)

by

F. J. Hawkes, BA, MSc, PhD

and

W. D. Gabbert, BSc, MSc

School of Social Welfare

University of Calgary

August 14, 1972

ABSTRACT

Fifteen of thirty-two secondary school counsellors, after 36 hours of Core Conditioning training, were involved in counselling students from Grade VII to XII as part of an experimental research design. Four hundred eighty-six students classified as underachievers and/or truants were randomly assigned to either INDIVIDUAL or GROUP counselling or to a wait list CONTROL condition within each school. The same counsellors actualized all three conditions within a school. Counselling was offered on five occasions over a five-week period. The primary dependent variables were Grade Point Average and Attendance (days absent from school) within four reporting periods. Teachers' subjective impression of student behavioral change, and students perception of help received are used as secondary dependent variables for exploratory purposes. Within five months of completion of counselling there are significant differences between those counselled and those not counselled. Across all types of students attendance is increased, and Grade Point Average is better for those who are both underachievers and truants. There is no apparent difference between INDIVIDUAL and GROUP counselling and the economic advantages of GROUP are identified.

In the subjective data there are further indications of gains due to counselling. Detailed explanation of the procedures employed are specified in an attempt to provide a model for future similar research. Policy implications and recommendations are presented.

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INTRODUCTION

The research reported here was conducted by the authors for the Calgary School Board as part of a project jointly funded by them and the "Innovative Projects Advisory Board" of the Alberta Government, Department of Education.

The basic thrust of the total project was centered on providing interested public school counsellors with an opportunity to learn more about group counselling as practiced by those trained in the Carkhuff and Berenson model. A total of thirty-two secondary school counsellors (Grade VII to XII) voluntarily participated in approximately 36 hours of in-service training in group counselling methods. The training was offered as a free service in return for a commitment, by each participant, that he or she would agree to voluntarily participate in a research project upon completion of their training.

In the original project submission the project director pointed out the fact that there was very little group counselling occurring in Calgary Public Schools, even though the current literature indicates a strong trend toward better and more efficient use of group technology in modern education. The project director developed a model which predicted that counselling concerns which are high in information, but low in confidentiality, such as academic underachievement might be more effectively handled in groups, than individually. The model also predicted that concerns which are both low in information content, and also low in confidentiality, such as truancy, would be better handled in groups than they would be if handled individually.

The research to be described in this report has been guided by these predictions generated by the project director's model. The specific research hypotheses were stated as follows:

Hypothesis #1 - Secondary school underachievers who participate in group counselling will show academic achievement gains significantly greater than those counselled individually and those who are not counselled at all.

Hypothesis #2 - Secondary school chronic truants who participate in group counselling will have significantly reduced truancy rates when compared with those counselled individually and those not counselled at all.

Independent Variables

The basic experimental design employed was a three-independent-variables design. The initial variable under examination was "counselling" and there were three levels defined as follows: (This variable will be referred to as the "Assigned Experimental Condition" variable for reporting purposes.)

Level 1 - INDIVIDUAL - counselling which occurs in a situation characterized by the presence of only two individuals, one of whom is the counsellor and the other the counsellee.

Level 2 - GROUP - counselling which occurs in a situation characterized by the presence of at least one counsellor and at least two counsellees.

Level 3 - CONTROL - counselling being a situation in which no counselling occurs.

Because of the requirements of the training programme, not every counsellor could be trained by the same people during the same time period. This training difference introduced the possibility of potential effects due to the combined influence of the time of training and the use of different trainers. The "Time of Training" variable had two levels as follows:

Level 1 - EARLY - counsellors who were trained by mid November and who, therefore, would have completed the counselling required to actualize the differential "Assigned Experimental Conditions" in late December or early January, (just prior to schools issuing the second report card for the year).

Level 2 - LATE - counsellors who were trained subsequent to mid November and who, therefore, would not have completed the counselling required to actualize the differential "Assigned Experimental Conditions" prior to early April, (just prior to schools issuing the third report card for the year).

The third variable under examination was labelled "Student Problem". This study was concerned with students who would be labelled, as truants and/or underachievers, because it was hypothesized that the "Assigned Experimental Conditions" would effect these students differentially. The "Student Problem" variable had three levels defined as follows:

Level 1 - UNDERACHIEVER - students classified as academic underachievers by the school, in which the student is enrolled, according to the criterion considered appropriate and functional by that school.

Level 2 - TRUANT - students classified as truants by the school, in which the student is enrolled, according to the criterion considered appropriate and functional by that school.

Level 3 - BOTH - students classified as both an underachiever and a truant by the school, in which the student is enrolled, according to the criterion considered appropriate and functional by that school.

Because of exploratory concerns inherent in the study, a number of additional variables of a demographic nature (such as age and sex) were treated as independent variables during some of the analysis. These will be introduced where the results are reported.

Dependent Variables:

This study was concerned with the impact of two types of counselling on students defined as TRUANTS or UNDERACHIEVERS or BOTH. The primary dependent measures were, therefore, related to academic achievement and truancy.

The defining operation of these primary measures are as follows.

Grade Point Average (G.P.A.) - There were four report cards issued during the academic year. The time periods between report cards was slightly different from school to school. The individual schools definition of a reporting period was used for all students within a school. Most of this data was obtained in late June and in most cases it was copied from computer print outs made available to the researchers by the counsellors. Four separate scores were thus obtained for each student. These scores represented the mean grade for each student for each one of the four reporting periods. They were recorded in terms of percentages and these were rounded to the nearest whole number for recording and analysis purposes. In cases where schools recorded grades in the form of letter grades, then these were transferred to percentages, by the researcher. For purposes of transformation an A = 75, B = 65, C = 55, D = 45, F = 35. After transformation an average was subsequently computed for each student for each reporting period.

Absentee Rate - Attendance data was more difficult to deal with because there was less uniformity across schools. The researchers made the following decisions designed to produce four "absentee scores" which would approximate the four G.P.A. reporting periods.

In schools that reported total days and half days missed within a reporting period these scores were used as reported by the school for the report card period in which such absences occurred.

In schools that reported days and half days missed, by the month, then September-October was viewed as reporting period #1, November-December-January as period #2, February-March as period #3 and April-May-June (to June 15 usually) as period #4. There were obviously a few more school days which "could be missed" in periods #2 and #4 and this is reflected in the data.

In schools that reported "periods missed" by subjects, these figures were first converted by the researchers to "days missed" by dividing the number of subjects taken in a term into the number of periods missed. The resulting figure was then rounded to the nearest half day. If the method of reporting was by report card period, then this was treated as days missed within the reporting period. In those cases where the periods missed was reported monthly, then the converted monthly figures were condensed into four periods using the scheme identified in the preceding paragraph.

Withdrawals - A number of students in the sample were officially classified as withdrawals or transfers by June 15. The official withdrawal data were recorded and then each withdrawing student was classified as having withdrawn in one of the four reporting periods. Withdrawal dates were expressed by month, therefore, they were converted to reporting periods in the manner indicated previously.

> Students who transferred out of the school during this same period were included in the withdrawal data but in a separate category and no attention was paid to the date of transfer.

The study was also concerned, in a more exploratory sense, with measuring change as perceived by the counselled students and by their teachers. The guiding concern was a desire to gather some suggestive evidence of the kinds of changes which might be noticeable to the students themselves, or, to their teachers. To this end two brief rating forms were designed by the researchers. A brief description of these follows.

Teachers Subjective Impressions - The teachers rating form (see Appendix B) contained six questions which were designed to elicit subjective judgments of whether or not each student was getting better or worse in terms of, behavior in class, attitude toward class, attitude toward teacher, getting along with peers, and whether or not they saw the student as an underachiever or truant. A score for each student was obtained, on each question, by counting the frequency with which a student was viewed as either better or worse on each question (no weighting was assigned to the degrees of better or worse). In cases of ties, the item was treated as "no response". In scoring these forms, it was obvious that there was a great deal of congruence between teachers on the way they viewed a particular student. This form was not subjected to statistical reliability or validity checks.

Students' Subjective Impressions - The students' rating form (see Appendix B) contained eleven questions. The first four questions were designed to elicit student recall of their counselling experience during the academic year. They were asked if they had been counselled individually, or in groups, and then asked to estimate the number of times each of these had occurred. The next five questions asked if counselling had helped them, get better grades and/or attendance, in getting along with teachers and/or other kids and/or parents. The final two questions asked whether or not they would be likely to approach a counsellor for help with school problems, and/or other problems. The form was not subjected to statistical reliability or validity checks. No scoring was required. Subject responses were of the "yes-no" variety and they were simply recorded as such.

METHOD

Sample Selection:

The procedures followed in choosing a sample were complex and deserve a somewhat detailed exposition.

During the last two weeks of training each counsellor in the training program was asked to submit a list of student names to the researchers. Counsellors were instructed to submit the names of all students, in their school, who would be defined, in that school, as either an "UNDERACHIEVER", a "TRUANT", or "BOTH an underchiever and a truant". No effort was made by the experimenters to define these terms as the question of interest revolved around the delivery of counselling services to those students who, in the normal course of events within a given school, would be targeted as needing counselling because they were viewed, by the school, as "UNDERACHIEVERS" or "TRUANTS" or "BOTH". The experimenter worked with these lists to randomly assign in a stratified way, to the Assigned Experimental Conditions.

Forty-five names or more were required for each counsellor in the study. In most schools the lists were large enough to eliminate one grade and to end up with 45 possible names from two touching grades (i.e., 7 and 8 or 8 and 9). In Senior High Schools the Grade XII students were rejected wherever possible. In Junior High Schools the researchers selected the touching grades randomly.

The names now available were thensorted into the three problem categories (TRUANT, UNDERACHIEVER, BOTH). The TRUANT, and UNDERACHIEVER lists were then cross checked to determine whether or not any student appeared on both lists. When this occurred, the students name was transferred to the "BOTH" list.

Students labelled as "BOTH" were then randomly assigned to one of the three "Assigned Experimental Conditions" (INDIVIDUAL, GROUP or CONTROL). These names appeared first on the experimental instruction lists subsequently returned to the counsellors. The remaining names were then sorted into "UNDERACHIEVERS" and "TRUANTS". Within each of these categories the students were then randomly assigned to one of the three experimental conditions. Their names were placed on the Experimental Condition lists in alternating order beginning with a "TRUANT" until each experimental condition had 15 names assigned to it.

Within each school, then, each counsellor had returned to him or her, three lists of names. Each list contained 15 different names. The first names on each list were those identified as "BOTH". After the names in this category had been "used up", the next name would be that of a "TRUANT", the next an "UNDERACHIEVER", the next a "TRUANT", then an "UNDERACHIEVER", etc. In most cases the last few names were all "UNDERACHIEVERS" because there usually were too few students labelled "BOTH" or "TRUANTS".

The experimental instructions to counsellors in relation to the "INDIVIDUAL" and "GROUP" experimental conditions specified the fact that counsellors were, to initiate contact with these students, and, attempt to commit them to a minimum of five counselling sessions either "individually" or in a "group" according to the assigned condition. Counsellors were further instructed to "begin with the first name on the list" and to continue sequentially down the appropriate list until a minimum of five students had committed themselves to the particular counselling condition. In some cases all 15 names on a list were used in this fashion. In most cases, however, not all the names were used. For instance, in a given school the counsellor might contact or attempt to contact the first eight names on his "INDIVIDUAL" list to end up with five committed students and he might go to the tenth name on the "GROUP" list to accomplish the same purpose. In this case, then, the first ten names on each list (including the CONTROL list) constituted the sample for that counsellor (the remaining five names were dropped from the sample to avoid, as much as possible, the inclusion within a condition of too many Ss who were treated similar to "CONTROLS"). The principle involved here was the utilization of a cut-off point determined by the utilization of names within, either the "INDIVIDUAL" or "GROUP" condition, whichever was the largest for a particular counsellor.

If these procedures had been followed in all cases, there would have been a total of 1,000 to 1,200 students in the final sample. This is not the case because, near the end of the training period for the second training group, this project lost its funding for a period of three weeks. During this particular three-week period the random assignment of Ss to conditions and the delivery of instructions to all counsellors had to be done. Calgary School Board Central Office personnel undertook these tasks. Two things occurred: 1) In many cases the random assignment of Ss to conditions was aborted. For instance, the "GROUP" list might have "TRUANTS" only and the "INDIVIDUAL" list have "UNDERACHIEVERS" only, or grade tens for "GROUP", grade elevens for "INDIVIDUAL", grade twelves for "CONTROL", etc. In only one case in 22 were the experimentors able to determine that the randomization instructions had been followed exactly. 2) The experimental instructions were not given to any of the counsellors trained in this second period. As a consequence, many counsellors did not begin with the first name on a list and move sequentially through the list to secure their counsellees. Instead they frequently chose names from the list on some unspecified basis. In other cases they treated all 45 names as equal (regardless of which list they were on) and just picked people to approach for group or individual counselling. In a few cases the counsellors had help from other counsellors in the early-trained group and they followed the instructions told to them by the others.

As a consequence of the preceding developments, the experimenters talked individually to each of the counsellors to attempt to determine what had occurred in each situation. In those cases where the three lists looked roughly comparable in terms of given grades and problems, and where the counsellor had moved "more or less" sequentially down their lists, the experimenter asked the counsellor to continue. In all other cases the counsellor was asked to discontinue their involvement in the project.

In summary then, the Ss selected for the "EARLY" training group were selected on the basis of a standardized specified procedure based on the principles of randomization. The Ss selected for the "LATE" training groups were selected less rigidly and the researchers are unable to specify the method, with any sense of assurance, which was used to assign Ss to conditions. There did not appear to be any consistent method followed from one school to another.

Subjects:

A total of 486 students served as Ss for purposes of this study. All Ss were between 12 and 20 years of age. The modal age was 16. There were 297 males and 183 females (missing sex data for 6 Ss). All Ss were enrolled, at the start of the study, in one of eleven secondary schools in Calgary. The modal grade level was Grade 10. A total of 311 of these students were enrolled in senior high school. A total of 110 of the 486 students dropped out, withdrew, or transferred sometime during the academic year thus leaving a total of 376 students available for most of the analysis. A more detailed breakdown of the characteristics of the total sample is available in Tables 1 to 6.

The "EARLY" training group had 239 Ss from the total sample, and the remaining 247 were in the "LATE" training group.

There were 297 Ss classified as "UNDERACHIEVERS", 68 as "TRUANTS", and 120 as "BOTH".

There were 161 Ss assigned to "INDIVIDUAL", 164 to "GROUP", and 161 to "CONTROL".

Procedures:

The experimenters involvement with counsellors began with the first training session. On this occasion the counsellors were informed of their obligations in relation to the research phase of the project. Each counsellor was informed that, if they wished to receive the training, they would first be required to submit lists of all students in their school whom they would classify as "UNDERACHIEVERS", "TRUANTS", or "BOTH". They were further informed that they would receive lists back and that they would be expected to individually counsel a minimum of five named individuals on five occasions and to run a counselling group composed of at least five students for a minimum of five sessions and that this would take place in the five weeks immediately subsequent to their training. Concurrent with this responsibility they were told that they would be required to collect accurate attendance data in relation to their contacts with these students. Counsellors were also told to obtain the necessary clearance from their administrators so that, at a later point in time, they could collect

TABLE 1

Frequency by Age Within Total Sample

Age	Original N	Withdrawal N	Remaining N
12	5	0	5
13	31	4	27
14	58	7	51
15	114	21	93
16	133	32	101
17	67	12	55
18	31	11	20
19	6	2	4
20	2	1	1
Not Reported	39	20	19
TOTALS	486	110	376

TABLE #2

Frequency of Grades Within Total Sample

	Original N	Withdrawal N	Remaining N
Grade 7	7	1	6
Grade 8	67	10	57
Grade 9	85	18	67
Grade 10	156	42	114
Grade 11	132	25	107
Grade 12	36	11	25
Not Reported	3	3	0
TOTAL	486	110	376

TABLE 3

Frequency of Males and Females Within Total Sample

	Original N	Withdrawal N	Remaining N
Females	183	45	138
Males	297	60	237
Not Reported	6	5	1
TOTALS	486	110	376

TABLE 4

Frequency of Enrollment Within Schools for Total Sample

Schools	Original N	Withdrawal N	Remaining N
Forest Lawn	70	26	44
Crescent Heights	106	19	87
Fairview	18	4	14
R. T. Alderman	45	7	38
Senator Patrick Burns	33	3	30
Sir Winston Churchill	55	13	42
James Fowler	45	17	28
Van Horne	36	9	27
Viscount Bennett	18	1	17
Sir John Franklin	27	6	21
E. P. Scarlett	33	5	28
TOTALS	486	110	376

TABLE 5

Frequency of Student Problems Within Total Sample

Classification	Original N	Withdrawal N	Remaining N
UNDERACHIEVERS	297	44	253
TRUANTS	68	20	48
BOTH	120	45	75
UNKNOWN	1	1	0
TOTALS	486	110	376

TABLE 6

Frequency of Assignment to Time of Training

Within Total Sample

Training Time	Original N	Withdrawal N	Remaining N
EARLY	239	62	177
LATE	247	48	199
TOTALS	486	110	376

attendance and report card data, as well as, subjective data from counsellees and teachers of counsellees. These contractual undertakings were made clear in the form of a handout and discussed (see Appendix A). The counsellors' questions primarily centered on the definition of counselling and the defining operations for choosing truants, etc. In all cases the experimenters responded by repeating the fact that the experimental design required them to counsel named students either individually or in groups for approximately five sessions, but they were free to use their best clinical judgment in terms of how, how often, etc. The emphasis was continuously placed on doing what they felt was right for the student but being careful to accurately record what they had done so that the experimenter would be able to see their deviations from standardized procedures. The questions related to "TRUANTS", etc., were handled in a similar manner. The emphasis being on "their definition" being a "natural" definition because it was the one they used in their day-to-day work.

The counsellors, as a whole, experienced some difficulty in viewing research in this way. They continuously indicated, throughout the project, a concern with what they seemed to view as "a lack of rigour" in the design and the application of procedures. This may have had some influence on their behavior and it should be noted. The experimenters found it extremely difficult to create the understanding that rigour is inherent in "doing the best job possible within your counselling situation" and that the results of such rigour are more readily applicable to the ongoing situation than would be the case in an "artificial" more structured laboratory setting. This attitudinal set may be a possible root cause of the difficulty in general teacher commitment to research and it is perhaps a reflection on their training, experience, and previous involvement with research projects, which produced no information of value to them.

Subsequent to this initial session each counsellor was visited, both in person and by telephone, on several occasions by a female research assistant. The purpose of these visits was related to several concerns. The initial purpose was to establish some rapport, between the experimental team and the counsellors, and to achieve greater clarity on the purpose of the research, and the responsibilities of the counsellor. These purposes continued but subsequent sessions were more clearly related to "keeping the pressure on" to secure the data. At appropriate points in time the research assistant delivered, in person, the necessary data collection instruments and explained their use and procedures to each counsellor. The research assistant also helped, wherever possible, each counsellor collect and record the necessary attendance and report card data. She prepared all the rating forms which were distributed to clients and teachers. She had a "mind set" to reduce the counsellors work load, in relation to this project, wherever and whenever possible, and she proceed to actualize this by doing much of the clerical work which the counsellors had originally agreed to do. At all times, counsellors were encouraged to check with the experimenters if they were unsure of what they were doing or were being asked to do. The counsellors followed through, in this way, on many occasions and the project was strengthened through their readiness to do so.

Copies of the original handout, and of the instructions to counsellors regarding the experimental treatment conditions, are available in Appendix A.

Approximately two months (or 1 reporting period) after the conclusion of the counselling the counsellors collected subjective data from the teachers and the counsellees. The experimenters developed two brief forms that were primarily designed to elicit, from teachers or counsellees respectively, awareness of directional change (getting worse or getting better) on several dimensions (see forms in Appendix B). At this time the research assistant visited each school and in most cases worked with each students timetable to secure the names of all teachers currently teaching that student. She then typed the students name and the teacher's name on the appropriate forms and gave them to the counsellor to distribute and collect. The forms for counsellees were coded and placed in an envelope. On the outside of the envelope was placed a detachable name. Counsellors could then distribute the correct form to each student and the student could detach their name, fill out the form, seal it in the envelope and then return it anonymously. This procedure was instituted to try and ensure honest replies from students.

The distribution procedures seemed to work well but the teachers subjective rating form created some unpleasant side effects. The experimenters were interested in overall directional change and designed a form to these ends. The teachers could detect no change in a number of students and the form made no provision for this type of rating. Several teachers were upset by this and they communicated these feelings to counsellors. One suspects that their ratings were influenced as a consequence and the data is perhaps more unreliable than it could have been. There were few apparent problems in the use of the counsellee rating form.

RESULTS

Section #1

Verification of Experimental Treatment:

In applied research generally, and this situation specifically, the researcher cannot control his experimentation to the same degree possible in the laboratory setting. It is, therefore, necessary to collect data that will verify, or fail to verify, the fact that experimental procedures were carried out. The following data is relevant to this concern. Counsellor Report Data is not reported in Tabular Form. More detailed student self-report verification data will be found in Tables 7 to 10.

INDIVIDUAL - There was a total of 161 Ss (after withdrawals N = 124) assigned experimentally to this condition. The counsellors report that they actually contacted 114 of these and that 82 consequently agreed to the scheduling of five interviews. They further report that they did, in fact, see 88 of these Ss, on at least one occasion, during the five-week period. The mean number of interviews held with those seen was 4.38 and the mode was 5. Forty of these 88 missed one or more scheduled appointments most of these were rescheduled) and the mean number missed was 2.05. Among the 88 seen, the mean number of reported minutes spent in interviews was 119.40 minutes.

Students assigned to this condition provided the following self-report information (obtained from the subject student rating from). A total of 111 report themselves as having seen a counsellor individually at least once during the year. Only 6 indicated that they did not see a counsellor individually at any time. Seventy-five of these say they had 4 or more individual interviews. Twenty-two indicate that they attended one or more group counselling sessions during the year.

In summary then, the information obtained from counsellors and from students would seem to indicate that most of the non-withdrawn students assigned to this condition were, in fact, counselled individually and that a considerable number were, in fact, counselled on five or more occasions.

GROUP - There was a total of 164 Ss (after withdrawal N = 124) assigned experimentally to this condition. The counsellors report that they contacted 132 of these and that 88 agreed to participate in five group counselling sessions. They further report that a total of 91 attended one or more of the group sessions. The mean number of times attended was 4.34 and the mode was 5. Fifty-two Ss missed one or more sessions (some schools rescheduled or held 6 group meetings). Within this group the mean number missed was 2.15. Among the 91 who attended one or more sessions the mean number of minutes spent in group was 192.47 minutes.

Students assigned to this condition provide the following self-report information. Seventy-five report themselves as having attended one or more group counselling sessions during the year. Forty-seven say they did not attend. Fifty-seven indicate they attended four or more group sessions. One hundred and twelve report that they had attended one or more individual counselling sessions during the year.

In summary the information obtained from counsellors and from students would seem to indicate that most of the non-withdrawn students assigned to the condition were, in fact, counselled in groups.

CONTROL - There was a total of 161 Ss (after withdrawal N = 128) assigned experimentally to this condition. The counsellors report that eight of these were contacted and all eight agreed to be counselled, (contacts were initiated because of requests from teachers, parents or administrators). A total of 24 were actually seen, on one or more occasions during the five-week period and 17 of these were seen on one occasion only. None of these Ss missed an appointment. Among the 24 who were counselled, the mean number of minutes spent with a counsellor was 19.3 minutes.

Students assigned to this condition provide the following self-report information. One hundred and two report themselves as having one or more individual sessions with a counsellor and 16 say they did not. Twenty-two said they attended at least one group counselling session and 93 said they did not. Thirty-six said they saw the counsellor individually on four or more occasions, and seven said they attended four or more group counselling sessions.

In summary most of these students were counselled during the year. They were not counselled as often, nor for as long, and they clearly did not receive as much group counselling.

As a further check on these summary assertions, chi-square values were calculated on Tables 7 to 10. There is no significant difference in the relationship between the Assigned Experimental Conditions and the students self-report of having seen a counsellor, individually, at least once during the year (Table 7). Table 8 is significant. It indicates that those assigned to INDIVIDUAL are seen more often individually than are those assigned to GROUP or CONTROL and that those assigned to GROUP are seen more often than those assigned to CONTROL. Tables 9 and 10 are

TABLE 7

Student Report of Individual Contact With A Counsellor by Assigned Experimental Conditions

	Yes Met With Counsellor	No Did Not Meet With Counsellor	No Response
INDIVIDUAL	111	6	44
GROUP	113	10	41
CONTROL	102	16	43
TOTALS	326	32	128

$\chi^2 = 5.483$ with 4 df. $P < .30$

TABLE 8

Student Report of Number of Individual Contacts With Counsellor by Assigned Experimental Conditions

	A Single Contact	2 to 4 Contacts	5 or more Contacts	No Response
INDIVIDUAL	5	38	65	53
GROUP	9	45	58	52
CONTROL	19	65	22	55
TOTALS	33	148	145	160

$\chi^2 = 39.72$ with 6 df. $P < .001$

TABLE 9

Student Report of Attending One or More Group Counselling Sessions by Assigned Experimental Conditions

	Yes Attended Group	No Did Not Attend Group	No Response
INDIVIDUAL	24	93	44
GROUP	75	47	42
CONTROL	22	93	46
TOTALS	121	233	132

$\chi^2 = 62.671$ with 4 df. $P < .001$

TABLE 10

Student Report of Number of Group Counselling Sessions Attended by Assigned Experimental Conditions

	A Single Group Session	2 to 4 Group Sessions	5 or more Group Sessions	No Response
INDIVIDUAL	7	6	9	139
GROUP	7	22	45	90
CONTROL	9	7	6	139
TOTALS	23	35	60	368

$\chi^2 = 74.08$ with 6 df. $P < .001$

significant and they provide evidence that more of those assigned to GROUP are seen more frequently in a group than is the case with either of the other conditions.

We conclude that the intended experimental treatment was carried out. The CONTROL students were counselled, but not as frequently as the others, INDIVIDUAL and GROUP students had "more counselling than controls" and they had the kind of counselling that the researchers intended them to have. At the same time it should be remembered that the treatment intervention verified here is minimal and that very few of those who were "to be counselled" received even as much as two hours of a counsellor's time.

Section #2

Tests of the Experimental Hypothesis:

This study was primarily designed to test two hypothesis which together asserted that group counselling would be the most effective method of helping underachievers to achieve better grades and truants to attend school more frequently.

These hypothesis are directly testable using a two-way Analysis of Variance (ANOVA), with one of the variables being the Assigned Experimental Condition and the other being the classification of Student Problems. The total N available for analysis is the 376 students still registered at the end of the year.

The reader will remember that "Time of Training" was postulated to to be a possible influential variable for three possible reasons. 1) The method of selecting the "LATE" group Ss was unspecified, and inconsistent, and non-random. 2) Ss counselled by LATE group counsellors would have only the fourth reporting period in which to improve. 3) These counsellors as a group might represent a differential competence level due to better selection into training or the fact that they were trained by different trainers than the EARLY group.

In effect the background conditions, related to these two Time of Training levels were sufficiently different to warrant some caution in analyzing the data for the sample as a whole. At the same time these differences created an opportunity to treat the EARLY group as a first study and the LATE group as a replication study with minor variations. If this suggested approach were used, we would be giving up some of the power of our analytic tests due to the reduced sample size. However, the advantages to be gained through the replication approach included the facts that if the same results were to be found in both studies, then we would be in a stronger position to conclude that effects, if any, were due to counselling and not to trainers or time of year. The advantages outweighed the possible disadvantages and, in testing these experimental hypothesis, the sample associated with the LATE group was treated as an independent study, and as a replication of the study previously conducted with the EARLY group.

Tests of Hypothesis #1

Reporting Period #1:

The dependent variable used to measure school achievement was Grade Point Average. Ss in both the EARLY or LATE group were identified as UNDERACHIEVERS, TRUANTS or BOTH after the first report card was issued, but before the second was issued. No experimental treatment differences had been undertaken prior to this first reporting period so there should be no difference due to Assigned Experimental Conditions. Ss were however, classified on Student Problem and one would anticipate that those classified as UNDERACHIEVERS or BOTH might have a lower G.P.A. than those who were TRUANT only. There was no reason to expect a significant interaction.

The analysis of G.P.A. for the EARLY group produced an F value of 0.898 ($P < .41$) with 2 and 168 df. for the main effect due to Assigned Experimental Conditions. The F value for main effects due to Student Problem was 7.751 ($P < .0007$) with 2 and 168 df. The interaction F was 1.485 ($P < .21$) with 4 and 168 df. Ss appeared randomly matched on the Assigned Experimental Condition Variable. The non-significant interaction was anticipated as was the significant main effect due to Student Problem. The obtained means for UNDERACHIEVER = 51.89, TRUANTS = 48.68, BOTH = 46.04 were a little surprising as UNDERACHIEVERS had a higher G.P.A. than TRUANTS.

The analysis of G.P.A. for the "LATE" group produced an F value of 4.227 ($P < .016$) with 2 and 190 df. for the main effect due to Assigned Experimental Conditions. The F value for main effect due to Student Problem was 1.418 ($P < .245$) with 2 and 190 df. The interaction F value was 0.822 ($P < .51$) with 4 and 190 df. The significant main effect for Assigned Experimental Condition is only interpretable as having been caused by sampling error. This significant error could easily have been induced through the failure to follow the systematic randomization procedures. It is impossible to speculate on the source of such possible bias because of the lack of specificity regarding the methods used to assign _S_s to conditions. The lack of a significant main effect due to Student Problem may indicate that G.P.A. is not a factor in schools judgment of UNDERACHIEVER, TRUANT or BOTH or it may possibly be a further reflection of the sample bias noted earlier. It seems logical to assume that those labelled BOTH would have a significantly low G.P.A. in most samples selected from three populations of this kind. The non-significant interaction was expected. The cell means for Assigned Experimental Conditions were: INDIVIDUAL = 52.18, GROUP = 52.92, CONTROL = 48.56. CONTROLS were significantly worse in G.P.A. than either of the other two groups before the experimental treatment had begun.

Reporting Period #2:

_S_s in the early group were finished being counselled a few days before report card #2 was issued. It seemed unlikely that experimental treatment effects on G.P.A. would surface by this second reporting period. Ss in the LATE group had not been counselled.

The two-way ANOVA for the EARLY group produced results consistent with those from reporting period #1. No significant main effect due to Assigned Experimental Condition or the interaction. A significant effect due to Student Problem with UNDERACHIEVERS having the highest grades and BOTH having the worst. The range had increased from less than 6 to 9 percentage points.

The two-way ANOVA for the LATE group produced a similar pattern to that reported for reporting period #1. A significant main effect due to Assigned Experimental Condition, and no significant main effect for Student Problem. This time there was a significant interaction which appeared due primarily to a drop of 10 percentage points in the cell identifiable as "Group-Both". This finding is not explainable on the basis of experimental intervention but the non-systematic and non-random sampling procedure employed might inadvertently have placed several students from the same room in the same cell and thus the cell mean might simply represent a reflection of something occurring in one location.

Reporting Period #3:

The Ss in the EARLY group had been dealt with at least two months prior to the issuing of the third report card. It was, therefore, possible that main effects due to Assigned Experimental Condition might appear by this time. The counselling of the LATE group was completed just prior to this report card being issued and it seemed unlikely that effects would surface.

The two-way ANOVA for the EARLY group was consistent with those obtained for Reporting Periods 1 and 2. The anticipated possible change due to Assigned Experimental Conditions was not supported. The BOTH group still had a significantly lower G.P.A. and there was no significant interactions occurring.

The two-way ANOVA on the LATE group produced an almost complete reversal from the first two reporting periods. The F value for Assigned Experimental Conditions was 1.176 ($P < .31$) with 2 and 190 df. The F value for Student Problem was 4.227 ($P < .02$) with 2 and 190 df. The interaction F was 0.749 ($P < .56$) with 4 and 190 df. Here again there is no logical experimental intervention reason for this shift in significance from one variable to another. The CONTROL group still has the lowest G.P.A. but the differences are smaller. On the Student Problem variable the significant difference occurs primarily because the TRUANTS only have experienced a 6 point drop in G.P.A. while the BOTH group has climbed 2 points. The lack of a significant interaction effect also argues against any interpretation related to the experimental intervention. It seems plausible to once again suggest that sampling error is the most likely explanation.

Reporting Period #4:

By this time the EARLY group had been counselled almost five months previously. This would seem to be sufficient time for the effects of counselling to show themselves if they were to have a demonstrable effect on G.P.A. There was less reason to expect such effects to be demonstrated for the LATE group because the time between completion of counselling and this report was at least two months shorter.

The two-way ANOVA for the EARLY group produced an F value of 0.879 ($P < .42$) with 2 and 168 df. for the main effect due to Assigned Experimental Conditions. The F for Student Problem was 6.089 ($P < .003$) with 2 and 168 df. The interaction F was 2.834 ($P < .026$) with 4 and 168 df. The relationship of the means which produces the significant main effect due to the School Problem variable is still of the same order. The worst G.P.A. belong to BOTH (44.94) and the best to the UNDERACHIEVERS (51.65) with TRUANTS (47.92) in between. The counselling conditions were not sufficiently potent to create a significant difference from the CONTROL group when all classes of Student Problem were considered together. The significant interaction which appears only by this fourth reporting period is an exciting finding. The reader is asked to direct his attention to Table 11. Visual inspection of this table suggests that the significant interaction is the result of the fact that students who are BOTH underachievers and truants experience a significant negative difference in G.P.A. when they are not counselled. It apparently makes no difference as to whether they are counselled in groups or counselled individually.

The two-way ANOVA on the LATE group produced a pattern similar to that of the third reporting period (the reverse of that produced by the first and second). There was no significant main effect due to Assigned Experimental Conditions. No significant interaction. The TRUANTS (40.52) were again the groups with the lowest G.P.A. and the UNDERACHIEVERS (51.25) were the highest with the BOTH (44.62) in between a significant difference.

Before leaving G.P.A. it seems necessary to comment further on the difference between the EARLY and the LATE groups. If we look at the combined cell means for the two main effects in the EARLY group, we find that

TABLE 11

Cell Means Reporting Period #4

Assigned Experimental Conditions by Student Problem

	INDIVIDUAL	GROUP	CONTROL	COMBINED $\overline{X}$
UNDERACHIEVER	52.14	50.11	52.76	51.65
TRUANT	47.00	47.63	48.80	47.92
BOTH	48.19	49.56	37.53	44.94
COMBINED $\overline{X}$	50.43	49.63	47.78	

all six means are lower by reporting period #4 than they were for reporting period #1. The largest difference is 1.10 percentage points. For the LATE group, however, one mean is 0.36 points higher and the remaining five are lower, one is 2.10 points lower, the next is 2.21 points lower, the next 2.83 parts lower and the last two TRUANTS and BOTH are 13.17 and 5.5 points lower respectively. In this LATE group the TRUANTS started out almost 4 points higher than the other two groups yet they ended up clearly the worst as they dropped almost 5 percentage points each reporting period. There is no possible experimental intervention explanation for this occurrence. The trend is very consistent and very dramatic and one that was not interferred with through counselling intervention. It seems logical to conclude, because of the consistency, that some common unspecifiable factor was operating on most of these 23 students in a very consistent way. Failure to attend to appropriate randomization procedures can easily produce such possible situations in the applied research field and this could have happened here.

The possibility of bias is strong enough, based on all of the evidence, that one should be careful about accepting any of the findings, related to the LATE group, contained in this G.P.A. section or the following section dealing with attendance.

Tests of Hypothesis #2

The dependent variable used to measure truancy was the number of reported days absent within a reporting period. The greater the number of days absent, the greater the truancy. Prior to the assignment of Ss to Assigned Experimental Conditions the school counsellors had provided lists of UNDERACHIEVERS, TRUANTS, and BOTH. These original designations were maintained throughout the study. It was, therefore, possible to predict that if the counsellors had successfully identified truants then those labelled TRUANT and BOTH would have significantly greater truancy rates than those labelled UNDERACHIEVER. A significant main effect on Report Card #1, for the School Problem variable is, therefore, evidence for the successful assignment of Ss to conditions. It confirms the fact that student behavior is congruent with the labels placed on them by counsellors. A significant main effect for Assigned Experimental Condition should appear no earlier than the third reporting period for the EARLY group and the fourth reporting period for the LATE group. If the experimental hypothesis is to be supported, then the means related to this main effect would indicate that those who were group counselled had a lower truancy rate than either of the other two groups.

Reporting Periods #1, #2 and #3:

The two-way ANOVA for the EARLY group for these three reporting periods produced a pattern almost identical to the pattern produced in the analysis of G.P.A. There is no significant difference for Assigned Experimental Conditions for any of these reporting periods. There is always a sizeable significant difference for Student Problem. The UNDER-

ACHIEVERS are absent much less than either of the other two groups (less than half as often in every case) and this was to be expected because of the defining operations for this condition. There is a significant interaction for reporting period #1 but not for periods #2 and #3. The interaction effect seems due primarily to a lower absentee rate in the cell which can be labelled TRUANT-GROUP and slightly higher rate in the cell labelled BOTH-CONTROL. The obtained F value for this interaction was 2.837 ($P < .03$) with 4 and 168 df. Not only is the interaction effect not present for reporting periods #2 and #3 but the pattern has disappeared and it does not reappear. The most evident reason for its appearance in Period #1 is that of sampling error.

The two-way ANOVA for the LATE group did not produce any significant differences for the Assigned Experimental Conditions for any of the three reporting periods. The effects due to Student Problem were large and significant for each of the reporting periods. As was the case for the EARLY group this main effect difference seems attributable to the better attendance record for the UNDERACHIEVERS. There is no significant interaction for any of the three reporting periods. These results are consistent with the predictions one would make for these reporting periods. The possible sampling error noted in the section on G.P.A. is not apparent here. One can speculate that the error noted in the G.P.A. data was unintentionally systematic. It would now appear even more plausible to speculate that perhaps Ss assigned to the CONTROL condition had more than their share of teachers who believe in "grading tough at the start". Such biasing can easily occur when a number of Ss from a single home room are assigned to the same condition.

Reporting Period #4:

It is this reporting period where results due to experimental intervention can be most clearly expected. When using G.P.A. as the dependent variable, there was a difference related to the need to counsel students who were BOTH, but this difference was evident only for the EARLY group. Changes in behavior are usually a function of time and it is the EARLY group who have had the most time for behavioral changes to develop.

The two-way ANOVA for the EARLY group produced an F value of 3.064 ($P < .05$) with 2 and 168 df. for the effect due to Assigned Experimental Condition. The F value for Student Problem was 16.933 ($P < .0001$) with 2 and 168 df. The interaction F was 1.562 ($P < .19$) with 4 and 168 df. The significant F for Student Problem reflects, once again, the fact that Ss were assigned to this condition partially on the basis of truancy and the analysis reflects this fact. The interaction F is not significant and thus indicates that types of counselling does not affect Student Problem differentially. The main effect for Assigned Experimental Condition is significant and it is partially supportive of the Experimental Hypothesis. Those counselled in INDIVIDUAL were absent an average of 7.7 days, those in GROUP an average of 8.0 days, and those in CONTROL an average of 10.8 days. The conclusion one is encouraged to draw is that increased counselling, regardless of whether it is done individually or in groups, results in better school attendance than is the case with those who are counselled less. It was hypothesized that GROUP counselling would affect students with truancy problems more than INDIVIDUAL counselling would but this prediction is not supported by the fourth reporting period.

The two-way ANOVA for the LATE group produced an F of 2.035 ($P < .13$) with 2 and 190 df. for the Assigned Experimental Condition. The F for Student Problem was 38.64 ($P < .0001$) with 2 and 190 df. and the F for interaction was 0.7291 ($P < .57$) with 4 and 190 df. The Student Problem F value and the direction of the means are consistent with the prediction that truants are absent more often than non-truants. The F value for Assigned Experimental Condition is not significant. It is, however, the result of the following means: INDIVIDUAL 9.4, GROUP 8.1, CONTROL 10.6. One suspects that differences due to counselling are beginning to emerge by this time. A further replication study is indicated to provide more assurance that the phenomenon is present.

The findings for the attendance data are somewhat more encouraging than those for G.P.A. There is a strong indication that counselling does influence attendance regardless of Student Problem and this was not true for G.P.A. The G.P.A. data indicated that Ss in the cell labelled BOTH-CONTROL would benefit from counselling. It is not scientifically legitimate to assert that this finding also occurs in the attendance data because the calculated interaction F for the fourth reporting period was not significant. However, the reader may be interested in recalling that the combined CONTROL mean for the EARLY group was 10.8 days and for the LATE group it was 10.6 days. Within these same tables the combined mean for BOTH was 12.4 and 15.8 respectively. The respective means for the cells labelled BOTH-CONTROL were 16.6 and 19.6. There is a very strong indication that the G.P.A. finding, that counselling affects those labelled BOTH, is a real finding and one that will be supported by subsequent research.

It is a well known fact that there is a significant correlation between attendance and grades and some of our non-reported analysis would indicate that this is the case in this study. Attending school does lead to better grades than non-attending does. If this were to be considered an inviolate law, then we could predict with certainty that if we could reduce truancy then grades would increase. The reported analysis suggests that it takes four to five months after counselling for significant attendance differences to appear. If we are correct in our reasoning, then we would expect G.P.A. to increase once the truancy pattern had been broken. If the attendance trend we have noticed were to be continued, then we should expect G.P.A. to be affected at a somewhat later date. It seems unfortunate in retrospect that the school year ended when it did. If there had been a fifth reporting period,we might have been able to provide some evidence for these assertions. It would appear worthwhile to attempt to keep track of the Grade VII to XI pupils for at least one more reporting period (a whole year if possible) to see if the effects are still apparent even after a summer break.

Section #3

The Student Who Withdraws:

The school drop out is an academic problem that is of concern in our society. The population of truants and underachievers contain many students who are likely to withdraw from school. We anticipated that a considerable number of the Ss in this sample would withdraw during the academic year. We felt that the counselling provided might affect students differently by speeding up or slowing down the decision to withdraw or maybe even getting more students to remain in school.

A total of 110 students were classified as withdrawals during the study. Of this number there were 13 who transferred and one who withdrew during the first reporting period. Of the remaining 96 there were 25 withdrawals during reporting period #2, 42 in period #3, and 29 in period #4. This time of withdrawal variable is expressed, in the tables to follow, as reporting periods. For example, reporting period #2 indicates that a S withdrew prior to February 1, reporting period #3 prior to April 1, and reporting period #4 prior to June 16.

The primary variable under examination in this study is that of Assigned Experimental Condition. Table 12 reports the frequency of the time of withdrawals related to the assigned counselling condition. The non-significant chi-square indicates that it does not make a difference, in terms of the time of withdrawal, whether a student is counselled individually or in groups or not counselled at all.

Data was also available that indicated whether or not students were "contacted and asked to come to counselling" and whether "they agreed to come to counselling". These two items of information had the potential

TABLE 12

Frequency of Reported Withdrawals by Assigned Experimental Condition

	Total N	Report Period #2	Report Period #3	Report Period #4	Totals
Individual Counselling	161	12	14	7	33
Group Counselling	164	6	14	14	34
Control Counselling	161	7	14	8	29
Totals	486	25	42	29	96

$\chi^2 = 4.82$ with 4 df. $p < .50$

to be a more powerful discriminant of the likely counselling influence than would be true for the Assigned Experimental Condition,as many students so assigned were, in fact, never contacted or counselled.

Tables 13 and 14 report the withdrawal data relative to whether or not students were "contacted by the counsellor and asked to participate" and whether "they agreed to participate or not". These tables are consistent in their direction and in both cases the obtained chi-square values are approaching commonly accepted significance values. The results should be considered equivocal but there is a suggestion that counsellor contact, and/or commitment by the counsellee to participate in counselling,might lead to counsellees deciding a little more slowly to withdraw from school. In other words, the counselling contact might be influential in keeping students in school an extra couple of months.

TABLE 13

Frequency of Reported Withdrawals by

Contact Initiated by Counsellor

	Report Period #2	Report Period #3	Report Period #4	Totals
YES student was contacted	9	17	19	45
NO student was not contacted	15	23	10	48
TOTALS	24	40	29	93

$\chi^2 = 5.17$ with 2 df. $P < .10$

TABLE 14

Frequency of Withdrawal by Commitment to be Counselled

	Report Period #2	Report Period #3	Report Period #4	Totals
Agreed to be counselled	4	10	12	26
Did not agree to be counselled	20	30	17	67
TOTALS	24	40	29	93

$\chi^2 = 4.30$ with 2 df. $P < .20$

Section #4

The Exploratory Questions:

This is our fourth, and final, analysis section. We have previously reported on the results of the procedures used to verify the actualization of the experimental treatments, and we have analyzed the data we collected for the express purpose of testing the experimental hypothesis, and we have looked at withdrawals. We have indicated that we are satisfied that two types of counselling did take place and that we have some evidence that counselling does affect underachievers and truants. The extra counselling given to experimental Ss has been minimal and it is somewhat suprising that the habitual behaviors related to G.P.A. and attendance have been affected. If counselling can affect these behaviors, then it is plausible to suggest that it might be influential in affecting other behavior as well. We, therefore, attempted to secure some other types of data that would be useful in suggesting areas of possible change, which might appear as a kind of by-product to the main thrust of the counselling, which was centered on the presenting problems of truancy and underachievement. It was possible that Ss would change in other ways as well. We felt that the counselling might affect withdrawals, attitudes toward others and attitudes towards the usefulness of counsellors and counselling.

In affect we postulated, within our own minds, a whole series of possible change hypothesis we would like to test. The usual test of a change hypothesis involves either, a randomized and differentially treated group design of the type used to test the major hypotheses of this study, or, possibly a type of single group design with pre-post measures. The problem with pretesting is that it frequently confounds the experimental treatment in unknown or unnecessary, or unspecifiable ways. We did not wish to risk the possibility of contaminating the experimental treatment and we also wished to retain a large sample for the testing of the major hypothesis, so we settled on a design which involved a post-test using respondents perception of events as our data source. Specifically, we decided to ask teachers if they saw changes in the students and to ask students if, after they had been counselled, in retrospect they felt counselling had been helpful to them. A statistical indication that change occurred or that counselling helped, should therefore not be taken as valid "proof" that something is true. Human perceptions and simplistic data collection procedures can both contribute to faulty conclusions. The findings to be reported here are intended to be suggestive that certain effects might have occured and that they might be a consequence of counselling. When such affects are noted, they should be used as possible hypothesis requiring further experimental verification before they are treated as fact. Because of these exploratory concerns all 486 Ss were used in the analysis. All tables in this section are two-way tables with the three levels of Assigned Experimental Condition serving as one variable and the possible response categories for a given question as the other.

Subjective Rating by Teachers:

It could be hypothesized that students who were counselled would change more than students who were not counselled, and, that teachers would notice such changes.

The experimenters designed the six-item teacher rating form, described earlier in this report and available in Appendix B, for the express purpose of measuring teacher perception of change in Ss. Forms were distributed and collected by the counsellors, with some help from the researchers, late in the school year. Several teachers were asked to rate each S and the combined score for all Ss on each question become the S score for that item. There were ties on many occasions and a tie score appears in the no-response category along with the actual no-response group (teachers did not usually rate those who had withdrawn).

Tables 15 to 20 contain the frequency data related to the teachers answers to the six questions on the teachers rating form. None of the reported chi-square values are significant. There does not appear to be any consistent trend across tables, although there is some tendency for control Ss to generally be viewed less positively than either of the other groups,and,there is a slight indication that group-counselled students score better in the teachers' eyes on Table 17 to 20 which involve getting along with teachers and others. This trend is not significant, but it is consistent and it is a logical outcome of what one might expect from group counselling and it should be noted.

There remains some possibility that the utilization of a more sophisticated method of measuring teacher perception would, in fact, produce data that would be significant. Such a possibility warrants further investigation in the future.

It is interesting to note in Tables 17 and 18 that, in the teachers' view, there were comparable numbers of underachievers and truants across each of the experimental conditions and that the numbers classified in this way are very close to the actual number of Ss classified as having these

TABLE 15

Teachers Subjective Rating of Student Achievement by Assigned Experimental Conditions

	Underachiever	Overachiever	No Rating
INDIVIDUAL	104	9	48
GROUP	113	11	40
CONTROL	113	9	39
TOTALS	330	29	127

$\chi^2 = 1.884$ with 4 df. $P < .90$

TABLE 16

Teachers Subjective Rating of Student Truancy by Assigned Experimental Condition

	Truant	Not a Truant	No Rating
INDIVIDUAL	46	67	48
GROUP	53	66	45
CONTROL	60	63	38
TOTALS	159	196	131

$\chi^2 = 3.170$ with 4 df. $P < .70$

TABLE 17

Teachers Subjective Rating of Students Toward Class by Assigned Experimental Conditions

	Getting Worse	Getting Better	No Rating
INDIVIDUAL	33	81	47
GROUP	25	84	55
CONTROL	35	77	49
TOTALS	93	242	151

$\chi^2 = 2.750$ with 4 df. $P < .70$

TABLE 18

Teachers Subjective Rating of Students Behavior in Class by Assigned Experimental Condition

	Getting Worse	Getting Better	No Rating
INDIVIDUAL	22	89	50
GROUP	16	91	57
CONTROL	16	83	62
TOTALS	54	263	169

$x^2 = 2.994$ with 4 df. $P < .70$

TABLE 19

Teachers Subjective Rating of Student Attitude Toward Teacher

by Assigned Experimental Condition

	Getting Worse	Getting Better	No Rating
INDIVIDUAL	21	85	55
GROUP	16	92	56
CONTROL	16	87	58
TOTALS	53	264	169

$\chi^2 = 1.286$ with 4 df. $P < .90$

TABLE 20

Teachers Subjective Rating of Students Ability to Get Along With Classmates by Assigned Experimental Condition

	Getting Worse	Getting Better	No Rating
INDIVIDUAL	19	79	63
GROUP	17	90	57
CONTROL	14	77	70
TOTALS	50	246	190

$\chi^2 = 3.249$ with 4 df. $P < .70$

problems (making some allowance for the drop outs and, therefore, the high number of non-responses). This finding is somewhat reassuring as it provides some evidence for the validity of the rating form in that teachers were not reluctant to share these perceptions via the form.

Students Subjective Impression of Helpfullness of Counselling:

The last seven items on the student rating form (see Appendix B) were designed to provide the experimenter with the perceptions students had about the helpfullness of counselling. It could be hypothesized that students who were counselled would "value counselling more" and thus have a tendency to rate counselling as helpful more often than those who were not counselled.

There were a total of 358 student questionnaires returned, (the dropouts were, in most cases, not contacted and given a chance to fill out the form), but in many cases the students did not answer all of the questions. Tables 21 to 27 are two-way tables containing the frequency data.

Table 21 reports students perceptions of whether or not counselling was useful in helping them to achieve better grades. The obtained chi-square value is significant and it appears to reflect the fact that students who are counselled either individually or in groups seem to feel that the counselling does help them achieve better grades. This seems especially true of those who were in the INDIVIDUAL counselling condition. Overall, slightly more than half of those responding saw the counsellors as helpful to them in their search for better grades.

Table 22 reports student perception of whether or not counselling helped them attend school more regularly. There is no significant difference between those who were in the control condition and those in the counselling conditions. It is interesting to note that, overall, less than half of those responding saw counselling as helpful in this way.

TABLE 21

Students Report of Counselling Helping Them to Achieve Better Grades by Assigned Experimental Condition

	Yes Counselling Helped	No Counselling Did Not Help	No Response	Totals
INDIVIDUAL	68	41	52	161
GROUP	56	61	47	164
CONTROL	47	57	57	161
TOTALS	171	159	156	486

$\chi^2 = 9.06$ with 4 df. $P < .06$

TABLE 22

Students Report of Counselling Helping Them to Attend School More Regularly by Assigned Experimental Condition

	Yes Counselling Helped	No Counselling Did Not Help	No Response	Totals
INDIVIDUAL	51	58	52	161
GROUP	45	69	50	164
CONTROL	44	62	55	161
TOTALS	140	189	157	486

$x^2 = 1.802$ with 4 df. $P < .80$

Tables 23, 24 and 25 report student perceptions of whether or not counselling helped them get along better with teachers, students or parents. None of these tables produce a significant chi-square value. There is no reason to conclude that the assigned conditions had any differential effect on students' ability to get along with these kinds of others. It is worth noting, however, that approximately 1/4 of the sample responded yes to each of these questions. There seems to be social value in counselling, at least in some students' eyes. When we consider that most of the Ss were adolescents, it seems significant to us that they see this kind of value in the counselling process.

Tables 26 and 27 report students perception of whether or not they would seek out a counsellor if they were having school problems or "other" problems respectively. Neither table produces a significant chi-square value. They are, however, consistent in that in both tables a higher proportion of those assigned to counselling do indicate that they would seek help than those who were assigned to the control condition. These tables also indicate considerable willingness to approach a counsellor when they need help. This we see as positive. There is, however, a large number of students who indicate that they would not seek help even for school related problems. The numbers involved here are sufficiently large to be of some concern. It should be remembered that these students are the ones who were committed enough to answer the questions, and return the form, yet they say they would not seek out a counsellor even when they have problems.

Our overall impression of the data from the students rating form is that it was helpful in identifying the fact that almost all students, at

TABLE 23

Students Report of Counselling Helping Them To Get Along Better With Teachers by Assigned Experimental Conditions

	Yes Counselling Helped	No Counselling Did Not Help	No Response	Totals
INDIVIDUAL	49	58	54	161
GROUP	54	58	52	164
CONTROL	46	61	54	161
TOTALS	149	177	160	486

$\chi^2 = 0.770$ with 4 df. $P < .95$

TABLE 24

Students Report of Counselling Helping Them To Get Along Better With Other Students by Assigned Experimental Condition

	Yes Counselling Helped	No Counselling Did Not Help	No Response	Totals
INDIVIDUAL	40	67	54	161
GROUP	38	74	52	164
CONTROL	33	73	55	161
TOTALS	111	214	161	486

$x^2 = 1.159$ with 4 df. $P < .90$

TABLE 25

Student Report of Counselling Helping Them To Get Along Better With Their Parents by Assigned Experimental Condition

	Yes Counselling Helped	No Counselling Did Not Help	No Response	Totals
INDIVIDUAL	37	69	55	161
GROUP	28	84	52	164
CONTROL	38	66	57	161
TOTALS	103	219	164	486

$\chi^2 = 4.484$ with 4 df. $P < .50$

TABLE 26

Students Report of Willingness to Seek Counselling Help When They are in Trouble At School by Assigned Experimental Conditions

	Yes Would go to Counselling	No Would not go to Counselling	No Response	Totals
INDIVIDUAL	82	30	49	161
GROUP	87	27	50	164
CONTROL	71	37	53	161
TOTALS	240	94	152	486

$\chi^2 = 3.490$ with 4 df. $P < .50$

TABLE 27

Students Report of Willingness to Seek Counselling

Help With "Other" Problems by

Assigned Experimental Conditions

	Yes Would go to Counselling	No Would not go to Counselling	No Response	Totals
INDIVIDUAL	64	44	53	161
GROUP	72	40	52	164
CONTROL	53	58	50	161
TOTALS	189	142	155	486

$\chi^2 = 6.714$ with 4 df. $P < .20$

least those labelled as truants, underachievers, or both, are in touch with a counsellor during the academic year. It also lent some support to those who would assert that they should, actively, attempt to see that those who are in trouble are approached by a counsellor. The results are certainly not unequivocal but all of these tables, taken together, do suggest that the enforced counselling inherent in this experiment probably did create a "little more acceptance" of counsellors and counselling in general. A study designed to verify this suggestion might have relevance for policies concerning the need for more counselling in earlier grades.

DISCUSSION AND RECOMMENDATIONS

The research reported here is experimental research. The basic design principles employed by experimental researchers exist in science for the express purpose of serving the scientist in his search for causal relationships. Most research in the applied field is correlational in nature and, therefore, dedicated to the search for factors that appear to co-exist. However, even when we know that factors co-exist, we still do not know whether A causes B or B causes A or whether both A and B are caused by C or even D. When we know that factors co-exist, we would like to believe that we have a reasonable idea of what causes these things to co-exist but, we are lacking in a sense of certitude. We still need to formulate policies and we do so hoping that our best guess is correct, and, that our policies will facilitate the co-existence we desire.

This study can be viewed as a causal test of possible school board policies that have both Humanitarian and Economic relevance. It is a study that attempts to ascertain whether the causal agent called "counselling" does in fact, cause Junior and Senior High School students, who are underachievers or truants to become "less of an underachiever or truant". Does counselling cause improvement? Should the elected representatives of the taxpayer, or the decision making administrators, allocate resources to "counselling" and if they do then what can they expect in the way of a return from such allocation? One experimental piece of research can obviously not provide all of the answers to such questions, but it can make a contribution. It can provide some answers while, at the same time, serving as a model for future research dedicated to replicating previous answers, or exploring new territory.

Causal research is "powerful" research. It tends to be more readily believable and thus it has greater potential to influence. When it is Pseudo-Causal, and much experimental research in the applied field is of this nature, then we obtain pseudo answers and we proceed to build policies on this basis. One needs to be careful, in their examination of research, to look closely at what has been done, and what is being claimed. We are all trapped into believing the pseudo scientific assertions. Good causal research has certain characteristics, not shared with pseudo-experimentation and before accepting the findings of this study, the reader should satisfy himself that these characteristics are in fact present.

If we wish to claim causal connections, then we must through our experimental procedures, attempt to eliminate all other possible explanations for a set of occurences. The task begins with a definition of the population to be studied. In this study the population to be studied consisted of Junior and Senior High School students, defined by each school individually, who were seen by that school as UNDERACHIEVERS, TRUANTS, or BOTH. A more detailed definition of these conditions is available in the introduction. The population is not defined in a theoretical sense but instead in a policy sense and this distinction is important. Every school, and perhaps every teacher, has their own unique functional definition of what a truant or an underachiever is. These students are of concern to that school and there is a tendency, in most schools, to develop policies designed to deal with such students. We know that it is possible to define these people on the basis of some arbitrary mathematical formula, but such definitions suffer from sterility and they are seldom attended to in any real way by "those in the field". As we planned this study, it seemed wiser, to us, to let each school do its defining because then we would be dealing with a population that was of "real" rather than "artificial" interest to school based personnel. The reader must, however, clearly recognize that his definition of truant or underachiever may, and probably will, be different than that used for this study. We are asserting that the population studied consisted of truants and underachievers defined uniquely by each school. Some of the characteristics of these students are available throughout our tables and this may be of help to the reader in understanding what they look like. It should perhaps be noted that as a group their average achievement level hovered around 50% and collectively they were absent close to 15% of the time.

Having defined the population, the researcher must next rule out possible systematic bias in assigning S̲s to the sub-groups which will be treated differentially during the treatment phase of the experimentation. If such cautions are not observed, then we are on the road to a Pseudo-science study. In this study the necessary cautions were observed in assigning the EARLY group and they were not observed in assigning the LATE group. The possible consequences of not observing acceptable assignment procedures are apparent and they have been dealt with, at some length, in section #2 of our results section and will not be dealt with in the same way here. The data from the LATE group cannot be trusted to provide us with an answer to a causal question because the S̲s in the different groups were not equal to begin with. If we were to find out, for instance, that CONTROLS had a 20% better G.P.A. by reporting period #4, we might wish to conclude that they were better because they were not counselled. However, because they were not acceptably assigned to conditions, it is possible that they started 40% better. Now if we knew this, then what would we conclude? We would say that CONTROLS got worse, but do we know this? Maybe on the first report card all the controls had easy teachers but in the second term they had tough teachers. We just do not have any idea of "what caused what" in the case of the LATE group because the groups were not equated to begin with. Let us share with you our thoughts regarding the cautions we employed in assigning Ss to the EARLY groups so that the reader can judge for himself whether or not most of the possible sources of assignment bias had been eliminated. In the applied research field a common practice is to allow those responsible for treatment to be involved in the selection of those to be treated. This is frequently justified on the basis of ethical considerations but it immediately creates a strong possibility that the different treatment groups will not be the same prior to treatment. We are all human, and we do have our biases, and we use them in selecting. In this study we allowed the counsellors to select the population because we wished to deal with the kind of people they would select. However, once the population had been defined, the counsellors were not allowed to exercise any further judgment in the selection for different treatment groups. We began by carefully employing a random assignment procedure which ensured every student an equal opportunity to be placed in one of the three treatment groups within a school (procedures described in detail in the METHODS section of this report). First names selected were placed first on the list, second name selected was placed second and so on. This first caution was necessary to ensure that we were starting with lists that were randomly equated in terms of home room, age, sex, etc. By using this procedure we could be sure, barring a chance phenomenon, that we had not induced a possible difference such as putting all the fast students into one treatment group and the slow ones in another. Now we had lists to return to counsellors, but, we faced another problem. It was not our intention to have each counsellor supply the specified treatment to every student on the list. We were, therefore, facing a pseudo-science dilemma in that counsellors were likely to use their own judgment in selecting "those to be treated" from the lists. We, therefore, instructed counsellors to "start with the first name on the list" and then to move sequentially down the list, and to interview students in this manner, until a minimum of five students, within a given treatment list, had committed themselves to undergo treatment. By using this procedure we eliminated counsellor selection as a bias, but, we also faced the problem that counsellors might unconciously discourage some students from agreeing. If, in an analysis, we had dealt with only those students who participated in counselling, then we would be destroying our original equating of people by introducing selection bias. If some students in GROUP refuse then we can assume that some students in CONTROL would also refuse, but, we don't know which ones because they were never asked. We guarded against this by keeping the students in the condition whether they were counselled or not. When, in our analysis, we refer to GROUP or to INDIVIDUAL we are not talking about only those students who were counselled in these ways. We are talking about all of the students assigned to these conditions. Some of them were counselled five times, some counselled three times, some were interviewed and asked to come to counselling, some were never even seen,but, they all were included as members of this group for analysis purposes. There is no other way of attempting to arrive at causal answers. To not follow practices of this kind and then to draw causal conclusions is simply an invitation to membership in the pseudo-science club. There is a penalty to be paid. In this study the experimental treatment groups all contain Ss who were treated like CONTROLS. Everytime this occurs your chances of showing that your treatment works are reduced, but the advantage is obvious. If you do find out that your treatment is a cause of something, you can trust this finding. You are entitled to say that A does cause B.

In this study we could not retain the withdrawals, because they had no final grades, students were allowed to "self-select" in this way and we could do nothing about it. We believe that it is likely that the same kinds of students withdrew from all treatment groups but we cannot know this. Their absence, in the analysis of G.P.A. and attendance,creates possible unknown differences and, therefore, has to be assumed to be a possible, but not likely, causal factor along with the treatments employed.

The third concern is related to treatment. In a laboratory situation the researcher is frequently able to narrowly define,and specify,the treatments he employs. In the applied research field this is sometimes attempted but seldom successful. It has relevance for the causal question because it is the "thing that causes". It can be "anything" but, if we have no sense of what it is that causes, then we have information of little value for we cannot create it again and thus use it. In this study the treatment once again is defined in what we refer to as policy terms. Counsellors were instructed to "attempt to contact" students and to "attempt to secure their commitment" to attend either "five INDIVIDUAL" or "five GROUP" sessions, and to then conduct those counselling sessions within a five-week period. The key idea was that the counsellor was to initiate the contact and then, when agreed to by the student, to do his own counselling, in his own way, for five sessions. The study was not concerned with specifying methods in any narrow sense. At a very basic level this study attempted to answer the question of what would happen if the principal in a school adopted a policy which asserted that counsellors were to contact truants and underachievers and to try to see each of them five times in the next five weeks. The causal implications of this study are of this kind. It does not answer the question of what constitutes good counselling, or good counsellors, or how best to contact students, or any number of other questions. It does providence evidence that relates to what a school system might expect, as a consequence, if such a "Principals directive" were to be issued.

In the applied research field one also encounters the phenomena of "lack of follow through". Treatments are arranged, people agree to them, but they are never carried out and, frequently in fact, treatments that are different from those intended are undertaken and the researcher is unaware that they have occurred. We designed data collection procedures, including frequent visits by a research assistant to the school, designed to provide us with a way of checking on the actualization of the intended procedures. These proved useful and necessary in this situation. Section 1 of our results provides evidence, from students and counsellors, that the treatments were actualized, in the manner intended, by the counsellors related to both the EARLY and the LATE groups. This data coincides with our subjective judgment gleaned from person-to-person contacts with the counsellor. It was also this concern that led us to realize that the selection and instruction procedures for the LATE group had been violated. That in many cases there was no reason to conclude that the treatment groups were equated, or that counsellors had been properly instructed. Such procedures are necessary if one is to assert causal connections, in the applied setting and to feel sure that what he is saying is correct.

The fourth area of major concern is the utilization of dependent measures. If we wish to assert that, A causes B, then we need to know what B looks like. We need further assurance that the reader will recognize B when he sees it. In this study, and in all applied settings, there is a need to select measurable variables that are not likely to be influenced in unintended ways. For instance, it is frequently asserted that paper and pencil tests, of one kind or another, provide us with valid, reliable, and objective indices of factors we wish to measure. This is frequently true but it is also true that such measures are easily and frequently influencable by situational factors such as, the Ss mood, or the lighting in the room, the mood of the testor, or the wording of the questions. There is a growing body of literature related to the "Demand Characteristics of Experiments" which asserts rather compellingly that the process of measurement frequently changes that which is to be measured, and, thus is a causal agent in change. This study is guilty of some of this type of influence. School board personnel introduced a paper-pencil test of study habits during the counselling of the LATE groups, this was not given to all students, and it may have influenced some. A subjective rating form was used with all teachers, and all students, and its influence, if any, should have been equated across treatments. As measurement devices, however, these subjective forms are both suspect, and possibly subject to large amounts of unknown bias. There was not the time or budget necessary to develop scientifically reliable valid instruments for this purpose. The results in section #4 of this report should, therefore, be treated with caution.

The primary dependent variables chosen for inclusion in this study were selected because they were relevant to the "population" problem and they belong to a class of measures called "non-obtrusive measures". If measurement frequently influences that which is to be measured, then, the best research will attempt to avoid this possibility wherever possible. A non-obtrusive measure is a measure that, by definition, has no influence on that which is being measured. In this study we collected school records of G.P.A. and attendance. The Ss were unaware that they were being measured in this way, for this purpose. We did not influence the counsellors by asking them to collect this data prior to the end of the school year. We collected most of this data ourselves from school records made available to us, after June 15, usually by the school secretary.

We have taken every safeguard known to us in the design and execution of this experimental study in an applied setting. We believe that causal assertions can be made from the data dealing with the EARLY group but not from the LATE group. We believe that the data has relevance for school board policy and we would like to summarize the connections we are prepared to draw.

We have no clear evidence that counselling these types of students INDIVIDUALLY will cause better consequences than counselling them in GROUP. There are obvious economic advantages to group counselling as opposed to individual counselling. Many questions remain unanswered and further research is indicated but we are prepared to recommend that;

> the amount of group counselling for underachievers and truants be increased in the Calgary Public Schools.

We do have evidence that counselling, of either type, is effective in reducing truancy rates with underachievers and truants collectively. We also note that high truancy correlates with low grades. We, therefore, recommend that;

> students who are labelled as underachievers or truants in the secondary schools be approached, by counsellors, and invited to participate in a series of counselling sessions.

We also recommend that;

> as quickly as possible, an experiment be arranged that attempts to secure information on the optimal number of such sessions.

At this point we have no idea as to whether or not five sessions are required or four sessions or six sessions, etc.

We have evidence that those labelled BOTH will benefit more from counselling than will those who are only UNDERACHIEVERS or TRUANTS. We further believe that few schools, if any, consciously and consistently attempt to identify and recognize students in this category. We, therefore, recommend that;

> systems be established to identify such students early in the year and that they become a target group for counsellors and that every effort be made to engage them in a counselling process.

We have evidence that suggests that students do not change overnight. That it takes time for the effects of counselling to become apparent. We, therefore, recommend that;

> future research on counselling effects be funded to allow for at least a one-year follow-up period.

We have some suggestive evidence (in section #4) that one of the by-products of participation in counselling is increased commitment, by students, to seek help when they need it. We, therefore recommend that;

> as early as possible in a child's school career they be exposed to counsellors, on a series of occasions, perhaps in groups, and thus be given a chance to decide for themselves what counselling has to offer.

APPENDIX A - Procedures

A_1 - Sample Contract Between Counsellors and Researchers (used with LATE group)

A_2 - Instructions for INDIVIDUAL Counselling

A_3 - Instructions for GROUP Counselling

A_4 - Instructions for CONTROL Counselling

A_5 - Random Sample Selection Procedures

CALGARY SCHOOL BOARD - GROUP COUNSELLING SEMINARS

Further Contractual Undertaking by all participants in group training seminars.

Whereas, this training program is being financed jointly by the Calgary School Board and the Department of Education and,
Whereas, the relative effectiveness of group counselling compared to individual counselling is to be assessed

All participants are contractually obligated to fulfill the following:

Stage I - No later than the end of January, each participant will be required to submit, to Hawkes, Gabbert & Associates, a list of at least 45 student names (from two touching grades) who would be classed as underachievers and/or chronic truants in the participants school. Each school is free to use its own definition of underachiever or chronic truant. In those cases where more than one counsellor, from the same school, is taking the training, they should arrange to submit a list of all the underachievers and chronic truants in that school.

Stage II - As soon as the training is completed, each participant will receive from Hawkes, Gabbert & Associates, three lists of student names. These lists are to be used for the following purposes:

(a) Group Counselling - Five to ten students on this list are to be contacted by you and encouraged to participate in 5 weeks of group counselling (once a week for 5 weeks), arranged by you. The groups are to start the week following training. (This is a different group of students than the one you dealt with during training).

(b) Individual Counselling - Five to ten students on this list are to be contacted by you and encouraged to participate in 5 weeks of individual counselling with you (once a week for 5 weeks). These sessions are to start the week following training.

(c) Wait List Control - Students on this list should not be contacted for counselling. If they request counselling, then they should, of course, be helped. You should not initiate a contact.

During this five week period you will be asked to keep track of when and for how long you deal with each of the students on these lists. (See attached form).

Stage III - Approximately six to eight weeks after the counselling sessions you will be asked to collect the following data:

(a) To distribute and collect a short rating form from each listed student counselled individually, or in group, in Stage II.
(b) To distribute and collect a short rating form from the teachers of these students on the lists in Stage II.
(c) To provide Hawkes, Gabbert & Associates with attendance and report card data on each of the students on the Stage II lists, for the entire year.

Throughout the research phase of this project, Joanne Hawkes will be in frequent touch with each participant in an effort to be helpful. Joanne has gained considerable experience with the problems encountered by counsellors trained in session I and she is therefore is a position to pass the experience of others on to you if you encounter problems of any kind. It is possible for an individual counsellor to deviate slightly from the terms of this contract provided that such deviations are cleared with Joanne. Small deviations may have important effects on the overall study and we would encourage you to contact Joanne as often as necessary if you wish to change anything. It is better to check with her than to guess that a change will not effect anything. Joanne can be reached at 288-5323. (If she is unavilable, then phone Jim Hawkes at 284-5942 or Bill Gabbert at 284-5893).

Study of Effectiveness of Group Counselling Procedures

Individual Counselling

The attached list of students contains the names of those who should be contacted and counselled by you individually.
Please look at the list and as quickly as possible to the following:

(1) Start with the first five names on the list, attempt to see these students, and arrange a series of 5 appointments to take place over the next 5 weeks of school (once a week for 5 weeks).

(2) If this is impossible to arrange with one or more of these students then move to the 6th name, the 7th, and so on until you have a minimum of 5 (maximum of 10) students committed to a series of 5 interviews with you.

(3) In counselling these students, use your own techniques, timing, etc. The counselling should be individualized. Do not worry about spending more time with one student than with another. For example, if you end up seeing one student 8 times in 5 weeks, just keep track of this fact. Do the counselling your own way, but do it within the specified five week period. (Wherever possible please avoid group counselling for these students). Record the required data for all students on the list whether they are contacted or not.

Study of Effectiveness of Group Counselling Procedures

Group Counselling

The attached list of students contains the names of those students who should be contacted and encouraged to participate in a minimum of 5 group counselling sessions to take place over the next five weeks.

Please look at the list and then as quickly as possible do the following:

(1) Decide how many students you would like in the group - (minimum of 5 - maximum of 10).

(2) Decide the dates and times for group meetings (minimum of 5 sessions over the next 5 weeks).

(3) Start with the first names on the list and work your way through the list, contacting students from top to bottom until you have the desired number of students committed to attending your group.

(4) Conduct the group using whatever techniques, methods, etc. that you consider appropriate to helping these students. (During this period please avoid, wherever possible, counselling these students individually). Try to have the group meet a minimum of 5 times over the 5 week period and faithfully record the times groups were held. On the individual record sheets make sure you record his/her attendance at group and also record individual sessions if these are held. (Record data for all students on the list whether they are contacted or not).

Study of Effectiveness of Group Counselling Procedures

Wait List Control Condition

The attached list of students contains the names of those students who should not be contacted by members of the counselling department unless such a contact is unavoidable.

If the students themselves ask to see a counsellor, then they should, of course, be seen and helped. The key to the research treatment of this group is the fact that counsellors will not initiate contact for the five week treatment period.

The data from this research will be more meaningful if the initiation of contact over the next four month period can be avoided with, at least, the first five names on this list. It is also important that none of those listed be counselled this year in groups specifically designed for underachievers or truants.

We recognize that our request that you avoid initiating contact may, in your judgment, be morally unjustifiable in some individual cases. If this situation occurs, then of course you should initiate a contact. When this occurs, we would like you to let us know that it has happened. Do not at any time violate the maxim that "students come first and the research comes second", but please keep us informed of deviations so that the efforts of us all will not be wasted because of inaccurate information.

Individual record forms should be kept for all students in this condition and counsellor contacts recorded if any happen to occur during the five weeks.

Study of Effectiveness of Group Counselling Procedures

RANDOM SAMPLE SELECTION

CONSIDERATIONS FOLLOWED IN RANDOM ASSIGNMENT

1. Reduce lists to two touching grades (ie. 7 & 8 or 8 & 9).
2. Separate lists into truants, underachievers and those who are both truant and underachiever.
3. Randomly assign those who are both to each of three lists. (Work on multiples of three; ie. if 14 than use 12 and discard the remaining 2). These names appear first on the three lists.
4. Next assign truants to every second position across all three lists (until position 15 is reached or the list is exhausted).
5. Randomly assign underachievers to the remaining positions.
6. Randomly assign the three lists to one of the three conditions.

APPENDIX B - Data Collection Instruments and Forms

B_1 - Teachers Subjective Rating Form

B_2 - Students Subjective Rating Form

B_3 - Individual Student Record Form

B_4 - G.P.A. and Attendance Form

The counsellors in this school are participating in a Public School Board study of counselling effectiveness and they need a few minutes of your time.

Please think about ______________________________ who is enrolled in

your ____ class.

Would you say that he/she is: (circle one in each category)

A. ACHIEVEMENT

Definitely an Underachiever	Probably an Underachiever	Don't Know	Probably an Overachiever	Definitely an Overachiever

B. ATTENDANCE

Definitely a Truant	Probably a Truant	Don't Know	Probably not a Truant	Definitely not a Truant

C. ATTITUDE TOWARD YOUR CLASS

Definitely Getting Worse	Probably Getting Worse	Don't Know	Probably Getting Better	Definitely Getting Better

D. BEHAVIOUR IN YOUR CLASS

Definitely Getting Worse	Probably Getting Worse	Don't Know	Probably Getting Better	Definitely Getting Better

E. ATTITUDE TOWARD YOU

Definitely Getting Worse	Probably Getting Worse	Don't Know	Probably Getting Better	Definitely Getting Better

F. ABILITY TO GET ALONG WITH OTHERS

Definitely Getting Worse	Probably Getting Worse	Don't Know	Probably Getting Better	Definitely Getting Better

Please fold this and return it to the Counselling Office.

Thank you.

Hi.

Will you help us?

We want to find out what some Junior and Senior High School students think about counselling. Please answer these questions. O.K.? Do not put your name on this.

1. Have you had one or more meetings with a counsellor this year? Yes____, No____
2. Did you go to a counselling group this year? Yes____, No____
3. About how many times did you meet with a counsellor this year? _______
4. About how many times did you go to a group counselling session this year? _____

If you met with a counsellor or went to a counselling group this year, then try and remember what that was like and if it helped you or not. Now please answer the following questions.

5. Did counselling help you to get better grades? Yes____, No____
6. Did counselling help you to attend school more often? Yes____, No____
7. Did counselling help you to get along better with teachers? Yes____, No____
8. Did counselling help you to get along better with the kids in your class? Yes____, No____
9. Did counselling help you to get along better with your parents? Yes____, No____
10. If you get in trouble at school would you ask the counsellor for help? Yes____, No____
11. If you had any other kind of problem and needed to talk to someone, would you ask the counsellor to meet with you? Yes____, No____

Thank you for your help. Please fold this and put it in the envelope and then seal the envelope and leave it at the counselling office.

Study of Effectiveness of Group Counselling Procedures

Individual Student Record Form

Student's Name ______________________________ Age_____ Sex_________

School __________________________ Grade_______ Counsellor_____________

Most recent IQ Test Score_______ Name of Test ____________________________

In your judgment, is this student (mark one of these):

An underachiever _________ A chronic truant ________ Both_________

Which experimental condition was this student assigned to?

Wait list control ______ Individual Counselling ______ Group Counselling _______

Was this student contacted? Yes _____ No _____. If yes, then did the student agree to participate? Yes _____ No _____.

Counselling Contacts

Date Scheduled	Date Seen	Group or Individual	Time in Minutes	Comments

Below please report any additional information about this student that, in your opinion, might be important. Examples would include the student seeing another counsellor, a psychiatrist, or receiving special attention from one of his teachers on some regular basis.

Return to:
Hawkes, Gabbert, & Associates
2 Varmoor Place N.W.
Calgary 45, Alberta

(Use back if necessary.)

Name________________________________ #__________

SUBJECTS	REPORT CARD MARKS				
	1	2	3	4	5
Language					
Soc. Stu.					
Math					
Physics					
Biology					
Chemistry					
Foreign Lang.					
Average					
# Attended					
# Absent					

Days Monthly

	P	A		P	A		P	A
Sept.			Dec.			March		
Oct.			Jan.			April		
Nov.			Feb.			May		

MANUAL FOR TRAINING PERSONS IN GROUP COUNSELLING AND HELPING SKILLS

Edited by Dr. Myron B. Manley
Director, Student Counselling Services
The University of Calgary

Study of Effectiveness of Group Counselling Procedures

September 1971 - June 1972

Project Director: E. L. Gaetz
Calgary School District Number 19

* * * * *

Editor's Note

The following materials which are mentioned in this training manual are under copywrite and should not be reproduced without consent of the publishers.

Discrimination Index
Carkhuff, Robert R. Helping and Human Relations, p. 114-123, Vol. I, Holt, Rinehart and Winston Inc., New York, 1969.

Scale 1 Empathic Understanding in Interpersonal Processes. A Scale for Measurement.
Ibid p. 174-175

Scale 2 The Communication of Respect in Interpersonal Processes. A Scale for Measurement.
Ibid p. 178-179

Scale 3 Personally Relevant Concreteness or Specificity of Expression in Interpersonal Processes. A Scale for Measurement.
Ibid p. 182-183

Scale 4 Facilitative Genuineness in Interpersonal Processes. A Scale for Measurement.
Ibid p. 184-186

Scale 5 Facilitative Self-Disclosure in Interpersonal Processes. A Scale for Measurement.
Ibid p. 187-188

Scale 6 Confrontation in Interpersonal Processes. A Scale for Measurement.
Ibid p. 189-190

Scale 7 Immediacy of Relationship in Interpersonal Processes. A Scale of Measurement.
Ibid p. 192-193

Communication: Ratings of Facilitative Conditions and Response Repertoire of Helper Responses to Helpee Stimulus Expression
Ibid p. 101

The Effects of High and Low Functioning Teachers Upon Student Performance
Aspy, D. & Hadlock, W., unpublished manuscript University of

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The Differential Effects of High and Low Functioning Teachers upon Student Achievement
Aspy, David
Unpublished manuscript University of Florida 1967
Ibid p. 296

Building Good Study Habits
Stewart, J. H. 1971

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I Purpose

The purpose of this manual is to explain in detail the content and methodological format of the training which was used in the innovative project titled Study of Effectiveness of Group Counselling Procedures, September 1971-June 1972; Project Director E. L. Gaetz, Calgary School District Number 19.

II Limitation

The technology related to the helping professions such as counselling, is developing so rapidly that the training model and methods which were used in this innovative project of 1971 are now out of date. The material presented in this manual, nevertheless, represents the outdated model so that the training faithfully corresponds to the research, which was part of this project and so that the study can be replicated by others. The work of R. Carkhuff, B. Berenson and their associates at Eastern Psychological, Educational & Community Services, Inc., Amherst, Massachusetts, continues to be far ahead of any other efforts toward developing a human, educational, and career technology.

It should be made clear that this training manual, in and of itself, is not sufficient to enable counsellors to conduct effective groups.

The necessary ingredients to successfully implement the group program include the effective, high level functioning person and an effective program (Carkhuff, 1972b). This manual provides the effective program, and it will tell you how to start to develop the effective person. The effective person is most important but the effective program enables the effective person to efficiently use his talents in a systematic way.

The Carkhuff & Berenson model, upon which this manual is based, includes the basic idea that persons performing as counsellors or trainers in groups must themselves be functioning at minimally facilitative levels of the conditions of empathy, respect, genuineness, concreteness, immediacy and confrontation (Carkhuff, 1971). When counsellors or trainers provide high levels of these facilitative conditions and are continually improving, the group participants will also improve on a number of outcome criteria. Conversely, when counsellors or trainers do not provide at least minimally facilitative levels of the conditions, or when they are deteriorating in their own functioning, then the group participants will deteriorate on a number of outcome criteria (Carkhuff, 1969, 1971, Kratochvil, Aspy & Carkhuff, 1967).

This manual introduces the facilitative conditions and explains how in an innovative project, counsellor participants were taught the facilitative skills. Two major skills were taught during the training, discrimination and production. First, the participants learned how to discriminate between written or taperecorded examples of high or low levels of the facilitative conditions. Second, the participants were taught how to produce statements or behaviors that communicated the facilitative conditions. The judgment as to whether a person could discriminate among examples of high and low facilitative conditions was made on the basis of objective measures such as the Discrimination Test (Carkhuff, 1969). The judgment as to whether a person could produce high levels of the facilitative conditions was made on the basis of objective measures such as The Production Test, or ratings of tape excerpts using previously validated scales (Carkhuff, 1969).

If people are not functioning at minimally facilitative levels they can usually be brought up to the minimal level through a training procedure similar to that which was employed in the innovative project. Once again, however, in order to raise the level of facilitative conditions of others, the trainers must be functioning at fairly high levels.

III Format

This training manual follows the same format that was used in the training program of Gaetz' project. Where possible, this manual uses examples from Gaetz' proposal and the actual training sessions. The format is as follows.

Flow Chart for Establishing Groups

1. Identify the problem.

    (a) Discuss with persons concerned (possible participants).
    (b) Discuss with administration and others.
    (c) Identify participants (general definition).
    (d) Identify needs of participants.

2. Is group work appropriate? Are there more effective and efficient methods?

3. Develop planning group.

    (a) Fellow counsellor; concerned others (as appropriate).
    (b) Identify needs of planning group.

4. Determine goals of group program. Consider the problem; needs of participants; needs of planning group.

5. Develop overall model.

- (a) Theoretical approach
    - (1) structured - unstructured
    - (2) open - closed
    - (3) leadership style
    - (4) content - process
    - (5) etc.
- (b) Time
- (c) Place
- (d) Size of group

6. Recruitment

- (a) Define participants operationally. Determine size of population involved.
- (b) Alert counsellors, teachers, administrators, students.

7. Plan detailed program.

- (a) Model
- (b) Develop agenda for each session
  Location, time, date, topics, counsellors' roles (assignments), time allocated to topic, materials, handouts.
- (c) Evaluation of program

    - (1) criteria (related to goals)
    - (2) instruments
    - (3) procedure

8. Selection.

- (a) Criteria (definition of participants, program, goals, limitations).
- (b) Notification
- (c) Interview (individual, group)
- (d) Commitment

9. Review program and modify as needed.

1. Identify the Problem

"It is what comes at the beginning which is the key to success, since it is the effectiveness with which one initiates inquiry which directs one to the key facts and designates the appropriate methods", (Northrop, 1959).

The first step in using this manual is to review and define the problem that you have identified. Discuss the problem with other concerned persons. Do counsellors, teachers, and school administrators acknowledge and define the problem the same way that you do? Do the students see the problem the way you do? After a period of discussion you should be able to write down the problem in a way that other concerned persons can understand and at least partially accept. Mager's book, Analyzing Performance Problems may be useful in helping you complete this step.

For example, in the case of the innovative project, The Study of the Effectiveness of Group Counselling Procedures that generated this manual, E. L. Gaetz, in the first paragraph in his proposal, identified the problem as follows.

Example:

Identify the problem

> "In the Calgary School Board's secondary schools, the student-counsellor ratio varies from 400 to 1 in the senior high schools to 500 to 1 in the junior high schools. These ratios fall far short of the 250 to 1 commonly accepted as necessary to effect a satisfactory set of guidance services--the most important of which is student counselling. At this time, it appears that progress toward the recommended ratio will not be realized for economic reasons while at the same time the demand for personalizing education continues to increase among our alienated students. If the student-counsellor ratio cannot be improved then ways of improving counsellor efficiency without loss of effectiveness should be studied."

Discussions of both a formal and informal nature between counsellors and central office personnel ensued.

> The problem was identified as a shortage of counsellor time to meet the needs of students and the even greater shortage of counsellor time predicted for the future. Budget considerations, effectiveness, and efficiency of counselling were all related to the problem.

Make sure you complete this first step even if the problem appears to be self-evident. Write down the problem.

2. Is group work appropriate?

Are there more effective and efficient methods? The best way to handle the problem can be decided upon after the problem is identified and clearly defined.

Group work appears, at first glance, to be more efficient than individual counselling. This may, in fact, not be true. In some cases, group work does not take the place of individual counselling but results in an added contact with the same persons that takes additional time and money. Group work may not be more efficient than individual counselling so carefully analyze the problem, the potential participants, and the resource people.

There is some evidence which suggests that group work may be just as effective if not more so than individual counselling for certain kinds of problems.

In the Gaetz project, group work was a principal part of the study and was judged appropriate. Some of the thoughts related to that judgment are quoted below.

Example:

Is group work appropriate? Yes.

"In view of the trends in educational literature toward humanism, as illustrated in Learning and Living (Hall-Dennis, 1968), human relations in Mental Health in Alberta (Blair, 1968), group processes in Commission on Educational Planning-Interim Proposals (Worth, 1971) and the use of groups as reported in the Western Psychologist (Safran, 1971) it would appear that the next major step in educational methodology will be toward more effective group work. Efforts in this direction would also be in line with the Dept. of Education's recommendation that to utilize more economically the existing Guidance staff, group counselling procedures be implemented as expertise allows (Report of the Dept. of Education on Calgary High Schools, March, 1971).

This project proposes to study some of the parameters of counselling students in groups as compared to individual counselling. A review of the literature has not revealed studies comparable to this project. Presently, individual counselling far exceeds group counselling in both time spent and frequency of use. In fact, a pilot survey conducted prior to the submission of this proposal indicated that seven out of ten counsellors do not counsel groups and the remainder spend less than 10% of their counselling time working with groups. At the time of the survey, approximately 18 out of a sample population of 4,500 students were members of counselling groups.

There are several reasons for the relatively little use made of group counselling. Perhaps the most significant problem is the lack of counsellor training in the techniques of group work. The great majority of professional counsellors, that is with a graduate diploma or master's degree, do not have course work or practicum experience in group work. It is

> little wonder that they express reluctance to give up the familiar and friendly one-to-one counselling session in favor of dealing with groups of students in situations that go beyond the limits of their training and experience. They have no background that might enable them to conclude that group counselling will be of psychological benefit to their students. They have no background which enables them to see that they can serve more students in less time. They have no background which will allow them to maximize the potential for peer influence which is powerful throughout the secondary school years.
>
> We believe that trained and experienced counsellors can be trained quickly in the basic techniques of group work. We believe that a significant portion of School Board counsellors will voluntarily seek "group work" training if it is offered to them. We believe that once exposed to the short training sessions these same counsellors will use what they have learned and that the incidence of group counselling will increase dramatically in the schools. We believe that "group trained" counsellors will, over time, be used by school staffs as resource people to help teachers improve their own skills in dealing with classroom groups."

Therefore, following the Flow Chart Model for Establishing Groups, it was decided that training in group work was the need and counsellors were to be the participants. It was further decided that the whole program, both the training and the counselling, should be assessed.

3. Develop a Planning Group

The third step is to select a planning group, cultivate their interest, and use their expertise. The planning group may differ from the persons who do the training and may have as many as five or six members. The size should be determined primarily by the desirability or necessity of having interested groups represented and by the need for special abilities in the group. A planning group in your school might include a teacher, an administrator, another counsellor, and perhaps a student's parent. Of course, the more persons involved, the greater the time needed to give every person a chance to share his views and the greater the variety of personal concerns that will be brought to the group.

> Example:
>
> Develop a planning group
>
> In the innovative project, the planning group consisted of the Supervisor of Guidance, the Assistant Supervisor of

Guidance, a senior high school guidance department head, a member of the Educational Psychology Department, and the Director of Counselling at The University of Calgary. Development of the planning group seemed very simple because it was comprised of those involved at a political, administrative, training, and research participant level.

4. Determine the Goals of the Group Program

So far, the problem has been defined; you have decided that group work is appropriate; and you have chosen a planning group.

The planning group can now work on developing the goals of the group program. Mager's book, Preparing Instructional Objectives, may be useful in helping the group complete this step. The goals should be explicit and should be written down.

Example:

Determine goals of group program

The training program objectives were stated as follows in the Gaetz project proposal.

A. Training Program Objectives

1. "To provide a training program for school board counsellors that will provide them with skills and the concommitant personal assurance necessary to run counselling groups in the school."

2. "To document, assess, revise, and report in detail the content and methodological format of the training program. The process and reporting of this information will be dedicated to the production of a "Training Manual" which is transportable to other school divisions. The intent of the manual will be to show others how to quickly build on previous training to create effective group workers."

3. "To increase the frequency of group counselling in secondary schools."

The objectives were further specified in a contract that was written by the trainers and modified for the second training session (see appendix). The contract attempted to clarify the responsibilities of the trainees and the trainers and to provide clearer instructional objectives (Mager, 1962; Homme, Csanyi, Gonzales & Rechs 1969).

5. Develop Overall Model

The planning group should next determine which model will be most effective and efficient in meeting the goals that were previously established.

This manual uses and recommends the Carkhuff model for counselling and training (Carkhuff 1969). As was explained in the section on limitations, the model reported in this manual has subsequently been extended and improved by Carkhuff and his associates. An oversimplification of the model gives five gross dimensions that are further broken down into specific skills. The five dimensions are as follows:

a. pre-helping skills such as attending, listening, identifying feelings, and recalling content
b. responsive skills such as communicating interchangeable expressions of feeling and content
c. initiating skills such as identifying and communicating central life themes, confronting, and immediacy of expression
d. problem solving skills
e. program development skills

The Carkhuff training model is based upon the step-by-step systematic acquisition of each verbal and nonverbal skill within each dimension. Carkhuff's books give a detailed exposition of the model and training procedures (Carkhuff & Berenson 1967, Carkhuff 1969, 1971, 1972, 1972a, 1972b).

Example:

The Carkhuff model was used as the basis for the counselor training program. However, the trainees were required to conduct a student group as part of their training and it was necessary to provide an additional model that the trainees could use with their student groups. This additional model, The Bowness model, was an integral part of the training program. The Bowness model for counselling underachieving students was developed by Harry Robinson and his associates at Bowness High School and was successfully used in 1970 and 1971. The model is complete and includes a documented program. The program incorporates the use of facilitative conditions and behavior modification principles to systematically reinforce or eliminate particular study behaviors.

The Bowness model first helps students clarify what they consider to be effective study behaviors. These behaviors are thoroughly discussed so that the students understand them and know what behaviors they should try to emulate.

The group members are next taught to follow the effective study behaviors by the leader who supplies differential reinforcement of successive approximations to the desired behaviors. Subsequently, the group members model the leader's behavior and they also provide reinforcement. Undesirable study behaviors are ignored rather than punished. As the students find themselves approximating the desired behaviors and receiving rewards such as improved grades their responses become self reinforcing and they are able to control their study behaviors.

The students are also taught how to discriminate among classroom cues so that the students know when to emit particular behaviors, e.g. when to ask questions. The effective study model is discussed each group session to ensure that the students continue to be aware of the study behaviors needed to be effective.

Students evaluate themselves and record their activities so that they are aware of their progress. Additional measures such as grade point average, absences, etc. can be used to evaluate the the programs success.

The detailed Bowness program is included in the Appendix.

The theoretical and practical issues related to the model should be discussed and decisions should be made. Some of the issues which should be decided are as follows:

a. Open-closed

The group may be closed so that other potential participants cannot enter once the group starts, or open so that potential participants can opt into the group at any or other specified times.

Example:

The groups which were trained in the Gaetz' project were closed groups.

b. Structured-unstructured

The activities and agenda can be structured and explicitly planned before each session, or the agenda can be determined as the needs and occassion arises in the group. It is recommended that programs developed by using this training manual be structured until such time that sufficient experience has been gained and the trainers are skilled enough to act on the spur of the moment.

Example:

The training part of the Gaetz study used a structured program with written agendas and a step-by-step progression.

c. Homogeneous-heterogeneous

The group can be organized with homogeneous membership so that on some important variables all participants are alike, or with heterogeneous membership so that the participants are different. For example, a homogeneous group of "truants" may be hard to work with simply because at the initial sessions only a few may be present at school to attend the group. Variables which may be important to consider when deciding on homogeneous or heterogeneous grouping are age, sex, grade, and type of concern.

Example:

The counsellors who were trained in the Gaetz project to go into the schools and conduct groups were members of heterogeneous groups as regards age, sex, experience, and job placement. They were similar in the sense that they had all been in a counselling practicum, were employed by the Calgary School Board, and they were all functioning at least part time as counsellors.

The student groups which the counsellors conducted were usually homogeneous groups as regards their being classified as an underachiever or truant, their grade level, and age. The group members were usually heterogenous in sex.

d. Short, long or time limited

How many sessions will be needed to complete the program and how many hours will be needed for each session? Will the program have a stopping time determined beforehand? This training manual emphasizes time limited student groups that are approximately 5 weeks long, 2 hours a week.

Example:

The counsellor participant groups in the innovative project were each 3 hours long, twice a week for 5 weeks.

e. Leaders and leadership style

Before the model is decided upon, the planners should decide who is available and qualified to lead the group. The decision should be made as to whether one or two leaders will be used. The leadership styles that will be most appropriate and the syles that the leaders are able to use should be discussed and evaluated. One classification includes at least three styles of leadership (Kemp, 1970).

The following brief descriptions of each type of leadership are, of course, not comprehensive, and in point of view they must at times be extreme. Nevertheless, it is hoped that these distinctions will help to emphasize the important differences in their functioning.

Authoritarian

The authoritarian leader plans, directs, and informs. He decides on the goals to be achieved, or works toward those which have been given to him, by motivating the group to accept them and to use his suggestions, requests, or demands.

He centers control in himself through various forms of evaluation and the use of reward, praise, or fear of punishment. He assumes that his decisions are superior to those of the group and perceives his function as one of directing the group members toward the fixed goals. He exercises his authority in securing compliance to his wishes and expects a high degree of conformity. His decisions are based on his assumption that the group is inexperienced, untrained, or unintelligent about the problem.

Democratic

The democratic leader engages in cooperative planning in accordance with the freedom in the situation, or the "unfixed ends"; and his own security and experience, and that of the group.

His function is to help the members clarify their interests and goals and select a problem or mutual concern. He then helps them to focus their highest quality of situational thinking on the problem, and, through their experience, to produce a product which may be ideational or concrete in form.

He is careful to develop and respect the evaluative abilities of the group members. The controls and direction are those cooperatively developed and accepted. He aids the members in the visualization of alternatives and the projection of themselves into ensuing situations, the result of which would be the choice of an alternative.

Group-Centered

The group-centered leader has two goals: (1) the ultimate development of the group's independence and self-responsibility and (2) the release of the group's potential capacities. He holds attitudes similar to those of the client-centered therapist. He perceives his function to be that of helping the group to work out its own adjustment and by so doing to become more responsible. He is primarily interested in the growth process. He is interested in therapy to the degree possible within this setting.

He encourages the following conditions: (1) an increasing opportunity for participation, (2) the absence of barriers to free communications within and among all the members of the group, and (3) a nonthreatening, accepting psychological climate.

He functions by conveying warmth and empathy, by listening to each member in an effort to understand the meaning of his contribution. He uses reflection, creates acceptance, refrains from the evaluation of comments, encourages permissiveness within the limits of the situation, and performs the linkage function.

Example:

In the Gaetz study, the trainers used a combination of the first three styles listed by Kemp. The authoritarian style was used in setting up the program, deciding upon the goals, and sometimes in practice sessions, especially at the beginning of training. The democratic leadership style was used in exploring the participants' expectations, and in later discussing the models and how an individual might best use them. The group-centered leadership style was most apparent when the trainers and other group members discussed with the trainees how the trainees' groups were progressing and when the group tried to assist and offer suggestions or encouragement. The group-centered leadership style was also used in the practice sessions, however, the trainers continued to be the experts and at times were authoritarian.

Any person who assumes the role of trainer or co-trainer should be functioning at high levels of the facilitative conditions and know how to implement a training program. The trainers, therefore, should be experts and should assume responsibility for leadership and for the training program. The particular leadership style should vary according to the participants' level of functioning. Two trainers were used in each counsellor participant group. In the student groups it was recommended that a trainer and co-trainer be used. This training manual recommends the use of co-trainers when possible.

6. Recruitment

The goals are established and an overall model is decided upon while keeping in mind a general idea about who the participants will be in the programs. But before recruitment can begin the participants have to be specifically defined, and the number of participants determined. In addition, how you recruit may affect the quality and quantity of applicants.

> Example:
>
> In the Gaetz project subjects were defined for the training part as follows:
>
> "The subjects for this study will consist of all those Calgary School Board full-time secondary school counsellors who apply to attend an advertised five week in-service training program in group counselling (anticipated minimum of 30, maximum of 50 applicants). Subjects will be randomly assigned within sex and within Junior and within Senior High to one of two groups. Group A will receive immediate training. Group B will be "wait-listed" for 10 weeks before receiving training. All subjects (S_s) will be required to sign a contract commitment to record and collect necessary data. The signing of this contract will be a precondition for inclusion in the training program".

In the Gaetz project, the student subjects that participated in the groups conducted by the trained counsellors were defined as follows:

> Example:
>
> "The subject pool for this study will consist of all students identified within each participating school as underachievers and/or chronic truants by the administration of that school at a point in time which corresponds with the end of training of the "wait-list" control group (Group B) of Study I. Within each of the underachievement and truant categories in each school subjects will be assigned randomly to one of three groups: Group G (Group), Group I (Individual), Group C (Wait-list" control). A minimum of five and a maximum of ten subjects in each category and each group will then be randomly assigned by Hawkes, Gabbert and Assoc. to each counsellor who has taken the training."

Samples of the recruitment letters which were sent to possible participants are included in the appendix.

7. Plan the Detailed Program

a. The Model

Although various group models are available and may be considered, this manual emphasizes the Carkhuff (1969) training and counselling models.

b. Develop Agenda for Each Session

Structured programs require additional planning time, but are easier to use. It is recommended that you make out a detailed agenda at least one week prior to the next session. You should include in your agenda, the location, the time, date, topics, assignments, and co-trainers' roles.

Example:

Develop an Agenda for Each Session

In the Gaetz project it was decided that the basic program would consist of 36 hours divided into 3 hours a night, two days a week for 12 weeks. Each counsellor participant was expected to operate at least one student group within a school under the direction of the trainers. It was further decided that the ratio of trainees to trainers should not exceed 6:1. The general format for the sessions was determined and agendas were developed for the 12 sessions at least one week prior to each session.

The agendas and handout materials used in the training part of the Gaetz project are shown chronologically in the appendix.

c. Evaluation of the Program

It is necessary to incorporate some form of evaluation into the program in order to determine if the program's goals have been reached. The evaluation should be an integral part of the program. The degree of rigor and meaning acceptable in the evaluation should be determined by the planning group.

Example:

Evaluation of the Program

The evaluation of the Gaetz training program was inherent in the Carkhuff model which aims at developing a minimal and measurable level of facilitative skills. The written tests are included in the appendix. In addition to this, each trainee wrote a test and provided a tape recording, both at the beginning and the conclusion of the training. It was, therefore, possible to measure the improvement of the trainees and the effectiveness of the training. Pre and posttests of knowledge were used as a training device within each training session.

The ultimate criteria for success was determined by measuring counsellor success with students in the schools (improved GPA and fewer absences).

8. Selection

The selection of group participants can vary from random to structured selection. If a research project is being conducted, the nature of the research design will dictate the method of selection. When starting a group in a school or school district for the first time it is judged advisable to select those candidates who appear to give you the best chance for succeeding in your program. Among counsellors or teachers, the best candidates are the persons that students and staff have identified as "good" or "helpful". These people probably already have some of the helping skills and it is only a matter of making explicit what is helpful and what is not helpful, allowing them to practice the explicit skills and finally providing a systematic program that will help them get started in group work.

Example:

In the Gaetz study, because it also involved a research component, a random selection process was used to determine which counsellors would be trained in the initial training session and which would be "wait-listed".

9. Review the Program and Modify it as is Needed

The planning group and trainers should be flexible enough to alter the program, format, leadership, etc., as the need arises. However, the flow chart for establishing a group should be followed even by experienced trainers each time a new problem is identified. Of course innovations and improvements should be incorporated into your program so that your interest and enthusiasm continues.

Example:

The training procedures were slightly altered in the Gaetz project as experience was gained. The planning group and trainers were open to change and as has been explained previously, they would now use the "new" Carkhuff model and training program (Carkhuff, 1971, 1972).

III Appendix

A chronological development of the training program is presented in the appendix. Letters, tests, agendas, and handout materials have been included for your information.

TELEPHONE 267-991
AREA CODE 403

CALGARY SCHOOL BOARD
CALGARY SCHOOL DISTRICT 19
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J. J. SMART, B. OF ARCH., M.R.A.I.C.
CHIEF ARCHITECT & DIRECTOR OF PLAN

September 7, 1971

Dear

Many counsellors have expressed a desire to use more group counselling and as a result have suggested that we organize seminar sessions designed to develop the necessary skills.

An emphasis on group counselling, at this time, makes sense when considering such factors as accountability and cost effectiveness. For these reasons and because of the ever increasing demands on your professional time, central administration wholly supports your wishes to increase your training in the area of group counselling.

It is with this in mind that a limited number of professionally trained, full time counsellors, such as yourself, are being invited to participate in group counselling seminar sessions.

We have been fortunate in acquiring the services of Dr. M. B. "Mike" Manley, Director of Student Counselling Services, University of Calgary. Mike has agreed to provide twelve, three hour sessions, two nights per week for six weeks. The sessions will begin on or about the end of September.

Enclosed please find an application form to be completed and sent to the central office, Guidance Department, by September 13th.

For further information, call Doug Feltham at 267-9592 or Ed Gaetz at 267-9591.

Sincerely,

D. W. Feltham
Supervisor of Guidance

APPLICATION FOR GROUP COUNSELLING SEMINARS

NAME ______________________________ SCHOOL ______________________

HOME PHONE _________________________

The seminars will be held Tuesday and Thursday approximately 7 - 9 p.m.

Do you wish to participate?

Yes __________

No __________

I would very much like to participate but I cannot because ________

____

____.

NOTE: There will be no charge, no certificate etc.

This is not formal inservice training but informal professional development.

RETURN TO:

Guidance Department
Calgary School Board
515 Macleod Tr. S.E.
Calgary 21, Alta.

by September 13, 1971.

TELEPHONE 267-9910
AREA CODE 403

CALGARY SCHOOL BOARD
CALGARY SCHOOL DISTRICT 19
EDUCATION CENTRE BUILDING
515 MACLEOD TRAIL S.E.
CALGARY 21
ALBERTA, CANADA

D. M. SALLENBACK
CHAIRMAN
G. E. HOLMES, F.C.A.
SUPERINTENDENT OF BUSINESS AFFAIRS

R. WARREN, B.A., ED.M., LL.D.
CHIEF SUPERINTENDENT OF SCHOOLS
J. J. SMART, B. OF ARCH., M.R.A.I.C.
CHIEF ARCHITECT & DIRECTOR OF PLANT

19

September 20, 1971.

Dear

Thank you for your application for the Group Counselling seminars. As a result of limited resources only ten applicants were randomly selected from over forty applications for the first series.

As you were not one of these ten, we wish to keep your application for the next series of seminars which will begin after Christmas. In January, you will be contacted by telephone to establish a time and place for your Group Counselling seminars.

Sincerely,

D. W. Feltham
Supervisor of Guidance

TELEPHONE 267-9910
AREA CODE 403

CALGARY SCHOOL BOARD
CALGARY SCHOOL DISTRICT 19
EDUCATION CENTRE BUILDING
515 MACLEOD TRAIL S.E.
CALGARY 21
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G. M. BURDEN
CHAIRMAN
G. E. HOLMES, F.C.A.
SUPERINTENDENT OF BUSINESS AFFAIRS

R. WARREN, B.A., ED.M., LL.D.
SUPERINTENDENT OF SCHOOLS
J. J. SMART, B. OF ARCH., M.R.A.I.C.
ARCHITECT & BUILDING SUPERINTENDENT

November 24, 1971.

Dear

Group Counselling Seminars will begin the first week of January and run 2 nights per week, 3 hours per night for approximately 6 weeks. However, one orientation session will be held prior to Christmas.

We have maintained your application on active file and assume that you still wish to participate in these Seminars. The Seminars will be offered in two sections, Monday and Wednesday and Tuesday and Thursday from 7 to 10 P.M.

Please complete, detach and return the following section not later than Wednesday, December 1st.

....

Name ______________________________ SCHOOL ____________________

HOME PHONE ________________________

Do you wish to participate? YES _____ NO _____

I prefer to attend the Monday/Wednesday Seminar ____________

I prefer to attend the Tuesday/Thursday Seminar ____________

I cannot attend Monday/Wednesday Seminars ____________

I cannot attend Tuesday/Thursday Seminars ____________

After receipt of this information you will be informed of the time and place for your Seminars.

Sincerely,
Doug
D.W. Feltham

CALGARY SCHOOL BOARD

SECTION II

Meeting #1
December 15, 1971

AGENDA

		Time	Person
1.	Introductions	15 min.	Ed Gaetz
2.	Committments	20 min.	Jim Hawkes
3.	Preview	20 min.	Mike Manley
4.	Testing	90 min.	Mike Manley
5.	Bibliography	10 min.	Ed Gaetz
6.	Audio Tape	5 min.	Ed Gaetz
7.	Feedback	30 min.	Ed & Mike

Materials

1. Committment explanations
2. Bibliography on "underachievers"
3. Reprints
4. Tests (Discrimination & Production)

Contract

I, ______________________________, do hereby agree to the following conditions as part of my training program:

1. To attend all twelve of the training sessions for the full three hours each time.
2. To plan and put into effect at least one group program by the fourth training session.

The trainer(s) ____________________ and ____________________ hereby agree to the following conditions as part of this same training program:

1. To provide each trainee instruction and practice in the understanding and use of facilitative human relationships (seven core conditions, i.e., empathy, respect, concreteness, confrontation, genuiness, immediacy, self-disclosure).
2. To provide each trainee instruction and assistance in the planning and implementing of at least one group program before the fourth training session.
3. To provide each trainee a confidential evaluation of the trainee's functioning on at least three of the core conditions.

Violation of this contract by the trainee ____________________ releases the trainer(s) from their contracted obligations, and may at the discretion of the trainers, result in the trainees not being able to continue in the training program.

Violation of this contract by the trainer(s) releases the trainee from his/her contracted obligations, and such a violation should be reported directly to ____________________ the __________________.

____________________date______ witness	____________________date__________ trainee
____________________date______ witness	____________________date__________ trainer
____________________	____________________date__________ trainer

CALGARY SCHOOL BOARD

GROUP COUNSELLING SEMINARS

December 15, 1971

I

Participants in this training program are expected to comply with the following conditions.

1. Each participant will attend all twelve training sessions for the full three hours each time.
2. Each participant will plan and put into effect at least one group program by the fifth training session.

II

The trainers in this training program are expected to provide the following training.

1. The trainers will provide each participant with instruction and practice in the understanding and use of facilitative human relations skills (i.e., empathy, respect, concreteness, confrontation, genuineness, immediacy, and self-disclosure).
2. The trainers will provide each participant instruction and assistance in the planning and implementing of at least one group program before the fourth training session.
3. The trainers will provide each participant a confidential evaluation of the participant's functioning in the use of empathy.

Violation of this agreement by either party releases the other person from his/her obligations.

Violation of this agreement by the participant may at the discretion of the trainers result in the participants not being allowed to continue in the training program.

Violation of this agreement by the trainers may at the discretion of the participants be reported directly to Mr. D. W. Feltham, the Supervisior of Guidance.

CALGARY SCHOOL BOARD - GROUP COUNSELLING SEMINARS 1971

Further Contractual Undertaking by all particpants in group training seminars.

Whereas, this training program is being financed jointly by the Calgary School Board and the Department of Education and,

Whereas, the relative effectiveness of group counselling compared to individual counselling is to be assessed

All participants are contractually obligated to fulfill the following:

1. After completion of the group training seminars each participant will be required to submit a list of underachievers and chronic truants as identified by the administration of the participant's school.

2. An independent research consultant firm will then randomly assign subjects to one of three groups: Group G (Group), Group I (Individual), Group C (Control).

   A minimum of five and a maximum of ten subjects in each category and each group will then be assigned to each counsellor who has completed the group training seminars.

3. Upon receiving the names of his subjects, each counsellor will then contact all his subjects in Group 1 and attempt to arrange for a series of five individual interviews, over five weeks, with each student on this list. Subjects identified as Group G subjects will be contacted and asked to attend a minimum of five group sessions over the same five-week periods. Subjects in Group C will not be contacted but may be counselled if they initiate the contact.

   No attempt will be made to indicate how counsellors are to conduct either the individual or the group sessions. Each counsellor is free to approach the task in what he views as the most effective way possible.

4. Data will be collected by each counsellor on each subject assigned to him. The following data will be collected:

   1. Attendance data for each subject over 40 school days prior to initiation of counsellor contact and for 40 days following counsellor initiated contact.

   2. Changes in scholastic average between report card immediately preceding the start of the program and the first reporting period following the counselling by at least 30 days.

   3. Attendance at individual or group counselling sessions.

   4. Subjective data from teachers regarding changes in classroom behaviour or attitude noticed by classroom teachers (each teacher to be approached once approximately 30 days after completion of the counselling sessions).

   5. Subjective data from students expressing their appraisal of the group and individual counselling experience.

Further Contractual Undertaking by all participants in group training seminars.

Whereas, this training program is being financed jointly by the Calgary School Board and the Department of Education and,

Whereas, the relative effectiveness of group counselling compared to individual counselling is to be assessed

All participants are contractually obligated to fulfill the following:

Stage I- No later than the end of January, each participant will be required to submit, to Hawkes, Gabbert & Associates, a list of at least 45 student names (from two touching grades) who would be classed as underachievers and/or chronic truants in the participant's school. Each school is free to use its own definition of underachiever or chronic truant. In those cases where more than one counsellor, from the same school, is taking the training, they should arrange to submit a list of all the underachievers and chronic truants in that school.

Stage II- As soon as the training is completed, each participant will receive from Hawkes, Gabbert & Associates, three lists of student names. These lists are to be used for the following purposes:

(a) Group Counselling - Five to ten students on this list are to be contacted by you and encouraged to participate in 5 weeks of group counselling (once a week for 5 weeks), arranged by you. The groups are to start the week following training. (This is a different group of students than the one you dealt with during training).

(b) Individual Counselling - Five to ten students on this list are to be contacted by you and encouraged to participate in 5 weeks of individual counselling with you (once a week for 5 weeks). These sessions are to start the week following training.

(c) Wait List Control - Students on this list should not be contacted for counselling. If they request counselling, then they should, of course, be helped. You should not initiate a contact.

During this five week period you will be asked to keep track of when and for how long you deal with each of the students on these lists. (See attached form.)

Stage III - Approximately six to eight weeks after the counselling sessions you will be asked to collect the following data:

(a) To distribute and collect a short rating form from each listed student counselled individually, or in group, in Stage II.
(b) To distribute and collect a short rating form from the teachers of these students on the lists in Stage II.
(c) To provide Hawkes, Cabbert & Associates with attendance and report card data on each of the students on the Stage II lists, for the entire year.

Throughout the research phase of this project, Joanne Hawkes will be in frequent touch with each participant in an effort to be helpful. Joanne has gained considerable experience with the problems encountered by counsellors trained in Session I and she is therefore in a position to pass the experience of others on to you if you encounter problems of any kind. It is possible for an individual counsellor to deviate slightly from the terms of this contract provided that such deviations are cleared with Joanne. Small deviations may have important effects on the overall study and we would encourage you to contact Joanne as often as necessary if you wish to change anything. It is better to check with her than to guess that a change will not effect anything. Joanne can be reached at 288-5323. (If she is unavailable then phone Jim Hawkes at 284-5942 or Bill Gabbert at 284-5893).

UNDERACHIEVERS

1. Group Counselling for underachieving Ninth Graders, N.C. Creange, School Counselor 18:279-85 March, 1971.

2. Improving the self concepts of academic Underachiever through Maternal Group Counselling. J.D. Wecksler, California Journal of Educational Research 22:96-103, May, 1971.

3. Effects of Structured and Unstructured Group Counselling with High and Low Anxious College Underachievers. R.D. Brown, Journal of Counselling Psychology 16:209-14, May, 1969.

4. Incidence of Underachievement at the High School Level. A. Taber, Journal of Educational Research 63:63-5, October, 1969.

5. Appropriate and Inappropriate Group Counselling with Academic Underachievers. S.H. Gilbreath, Journal of Counselling Psychology 15:506-11, November, 1968.

6. Group Counselling for gifted Underachieving High School Students. B.C. Finney and E. Van Dalsem, Journal of Counselling Psychology, 16:87-94, January, 1969.

7. Controlled Study of the Effects of Counselling on the Scholastic Achievements of Students of Superior Ability. T.N. Ewing & W.M. Gilbert, Journal of Counselling Psychology 14:235-9, May, 1967.

8. Group Counselling, Dependency and College Male Underachievement. S.H. Gilbreath, Journal of Counselling Psychology 14:449-53, Sept.,1967.

9. Non Achievement Syndrome; Group Therapy and Achievement Change. R.M. Roth and Other Personnel Guidance Journal, 46:393-8, Dec. 1967.

10. Study of One Title 111 Project: Prevent DUD (Delinquency Underachievement and Dropout). R.A. Porter & B.F. McLuckie, TIP 6:154-7, Dec. 1967.

11. Group counselling with College Underachievers. W.A. Dickenson & C.G. Truax, Personnel & Guidance Journal 45:243-7, November, 1966.

12. Group counseling with Underachiever. F. Trotta, Education 87:333-7 Feb. 1967.

13. Group Counseling with Male Underachieving College Volunteers. S.H. Gilbreath Personnel & Guidance Journal 45:469-76 January, 1967.

14. Effects of structured and Unstructured Group Counselling on Male College Students' Underachievement. W.J. Chestnut. Journal of Counselling Psychology 12:388-94, Winter, 1965.

15. Effects of Group Counselling on Achievers and Underachievers. H. Densel & B.A. Johnson, Journal of Secondary Education 37:136-9, March, 1962.

16. Effectiveness of Short Term Group Counselling upon the Academic Achievement of Potentially Superior but Underachieving College Freshmen. B. Winborn & L.G. Schmidt, Journal of Educational Research 55:169-73, December, 1961.

17. Factors affecting the Academic Underachievement of Bright High School Students. H.E. Roberts, *Journal Educational Research* 56:175-83, December, 1962.

18. Group Counselling and the Academic Performance of Anxious College Freshmen. C.D. Spielberger & others, *Journal of Counselling Psychology* 9:195-204 Fall, 1962.

19. Effects of Individual and Group Counselling on Study Habits, L.L. Light and C.E. Alexakos, *Journal Educational Research* 63:450-4, July, 1970.

20. Improving College Students' Performance through Group Counselling. G.B. Jones, *Journal of College Student Personnel* 11:373-82, Sept. 1970.

21. Differential Group Counselling with Male College Underachievers. A three-year Followup. W. Chestnut & S. Gilbreath. *Journal of Counselling Psychology* 16:365-7, July, 1969.

22. Effects of Group Discussion on Underachievement and Self-Actualization. J.W. Leib & W.V. Snyder, *Journal of Counselling Psychology* 14:282-5 May, 1967.

BOOKS

23. *Behavioral Counselling, Cases and Techniques*. John D. Krunboltz and Carl E. Thoresen, Editor. Improving Study Behavior, G. Brian Jones, 486. Overcoming Underachievement, 241, Alice Beach.

24. *Academic Underachievement*. Morrow, William R.

25. An attentional approach to the treatment of test anxiety. (Manleys) Jeri Wine, Waterloo.

26. Carkhuff, *Beyond Counselling and Therapy*.

27. *Toward Effectiveness Counselling and Psychotherapy*.

NAME: ______________________________

DIRECTIONS

I. Write your name at the top of this page.

II. When a client sees a counselor or therapist about his personal problems, whether they are about school, home, friends or future work, he finds himself expressing a great deal of his feelings to his counselor or therapist. The following statements in this booklet are a sample of the range of feelings and problems which a client might express to his counselor in the first or in any other subsequent interview.

We would like you to read these statements as if you are the helper and someone were actually saying them to you, and then have you write down a reply that you feel would be helpful or would show that you understand this person's feelings.

You may assume the client to be your own age, whatever that is, 18 or 35.

In making your response, do not pretend to be in the role of a professional counselor. Simply be yourself, not what you might think you should be.

Try to limit your reply to one sentence.

Do not ask questions as a reply.

EXAMPLE

Statement No. X

I'm so tired today, I feel like going back to bed. Your reply might be:

You don't feel up to doing much work today, I guess.

Statement No. 1

It seems I'm always left out of things. The other kids always seem to be together and I always find myself alone. I've tried to be friendly, I've tried real hard, but it doesn't seem to make a difference. And, and, even though no one seems to realize how hard I'm trying, everyone, just everyone, seems to notice how it is with me, the one who doesn't fit. They all feel sorry for me.

Statement No. 2

I'd like to find out what I'm best suited for. What I could do well enough that I could be proud of my work and feel like I'm accomplishing something worthwhile. I want to look forward to the next day each night I go to sleep. I keep thinking of how my dad hated working in the shop. He was a foreman, too. He made us all as miserable as he was about that job.

Statement No. 3

My parents just ignore me, all the time. They couldn't care less about what I feel, what I want, or what I need. And, uh, uh, I need them!

Statement No. 4

I'm sick and tired of people always telling me what to do, telling me what they want me to do. They don't give a damn about you except that you don't get in their way. But even that's not so bad as the ones who use you. They don't give a damn about you unless somehow, in some way, you're useful to them.

Statement No. 5

I think I've tried to tell you how I've felt or how I feel at a certain time. And it's...maybe the way I describe a situation makes it harder for you to understand what I'm saying. I don't...sometimes I'm at a loss for what you actually want me to say. (long pause) To be really honest with you, I don't think you're helping me.

Statement No. 6

I'm lonesome for Chuck and I wish he were here. I think we play silly games, very silly games, and I'm tired of this game. And, um, I was really afraid to send him a birthday card, but most of all I wanted to call him and wish him a happy birthday over the phone. And I wonder if he went to the lake this weekend... he, we didn't go to the lake this summer, and now the summer's all over. Still I like him best of all, even though he's a rat!

Statement No. 7

Who do you think you are telling me that? Maybe that, maybe, uh, other people let you get away with that, but you're not gonna do that with me!

Statement No. 8

George is one of the nicest guys I know, uh, maybe the nicest. But I'm not too sure about him, there's something about him that makes me just a bit uneasy when I'm with him. I don't want to feel that way, but I've pretended long enough. That feeling's there, nagging at me. It's gotten to the point where I'll avoid being alone with him.

Statement No. 9

Why do people need each other? I always thought I could get along by myself, but lately I've come more and more to realize that I don't want to be alone, not really. It's fun being with people, it's more than that, it's wonderful having friends to share with, to be with, and them wanting to be with you.

Statement No. 10

Well, I thought I'd never get here...you know, college, and all. I've been waiting a long time for this. It's like I'm finally getting started on my life. Um, uh, uh, don't get me wrong, I don't have any, uh, particular thing I want to do, uh, a specific major or anything, in mind, it's just that finally I've got the chance now to find out about everything. There's an awful lot to choose from around here, and that excites me!

Statement No. 11

I just don't know what I'm going to do. I just might get flunked out of school, get drafted into the Army, find myself fighting away in Vietnam, and get myself killed, too. Can I do anything? Tell me, can I do anything?

Statement No. 12

I closed the door on everyone. Yeah, I closed the door on everyone because I thought I just wasn't worth bothering with. I didn't think it was worthwhile for you to bother with me. "Just let me alone and, and let me rot, that's all I'm worth." I mean, that was my thought. And I will frankly admit that when the doctors were making the rounds on the ward, I mean the routine rounds, I tried to be where they wouldn't see me. The doctor often goes there on the ward and asks how everyone is and when she's about to get to me, I'd move to a spot that she's already covered.

Statement No. 13

I had a dream of you the other night, but I'm not really too sure about it. What it meant to me. It was just your face, that's all, your face, smiling, happy, content.

Statement No. 14

God! Do I feel alive! I never thought people could be so happy. I get up at sunrise every morning, even wish the sun got up earlier! I don't even need an alarm clock, I go out and enjoy the morning world. It's so fresh, so full of promise. And, and the day doesn't let me down. Even the hurts and worries of a day seem natural to me. It's not just the good things, but even the not so good things, that make life good.

Statement No. 15

Look, I come in here, I talk to you, like I've never talked to anyone before, spilling my guts out, but I tell myself, all the while, it's worth it, this is really going to help you. Then I wonder, really wonder, like today. All you ever do is sit there and say back to me the same damn thing I've said to you.... or "umhmmm"...what kind of help is that? I think you even get bored, sitting there, wondering when this one will shape up. If you don't give a damn for me, not as a client, a duty, but for me, I just can't justify opening myself up this much. It's cheapening.

Discrimination Index

Carkhuff, Robert R. Helping and Human Relations p. 114-123.
Vol. I Holt, Rinehart and Winston: New York, 1969.

Introduction and Instructions

The following excerpts involve a number of helpee stimulus expressions and in turn a number of helper responses. There are 16 expressions by helpees of problems, and in response to each expression there are four possible helper responses.

These helpees can be considered to be helpees in very early contacts. They may not be formal helpees. They may simply by people who sought the help of another person in a time of need. In this example the same helpee and the same helper are involved.

Gross Ratings of Facilitative Interpersonal Functioning

The facilitator is a person who is living effectively himself and who discloses himself in a genuine and constructive fashion in response to others. He communicates an accurate empathic understanding and a respect for all of the feelings of other persons and guides discussions with those persons into specific feelings and experiences. He communicates confidence in what he is doing and is spontaneous and intense. In addition, while he is open and flexible in his relations with others, in his commitment to the welfare of the other person he is quite capable of active, assertive, and even confronting behavior when it is appropriate.

You will read a number of excerpts taken from therapy sessions. Rate each excerpt 1.0, 1.5, 2.0, 2.5, 3.0, 3.5, 4.0, 4.5, or 5.0, using the following continuum.

1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0
None of these conditions are communicated to any noticeable degree in the person.		Some of the conditions are communicated and some are not.		All of the conditions are communicated at a minimally facilitative level.		All of the conditions are communicated, and some are communicated fully.		All of the conditions are fully communi cated simultaneously and continually.

Excerpt 1

HELPEE: I don't know if I am right or wrong feeling the way I do. But I find myself withdrawing from people. I don't seem to socialize and play their stupid little games any more. I get upset and come home depressed and have headaches. It all seems so superficial. There was a time when I used to get along with everybody. Everybody said, "Isn't she wonderful. She gets along with everybody. Everybody likes her." I used to think that was something to be really proud of, but that was who I was at that time. I had no depth. I was what the crowd wanted me to be--the particular group I was with.

HELPER RESPONSES:
(1) You know you have changed a lot. There are a lot of things you want to do but no longer can.
(2) You are damned sure who you can't be any longer but you are not sure who you are. Still hesitant as to who you are yet.
(3) Who are these people that make you so angry? Why don't you tell them where to get off! They can't control your existence. You have to be your own person.
(4) So you have a social problem involving interpersonal difficulties with others.

Excerpt 2

HELPEE: I love my children and my husband and I like doing most household things. They get boring at times but on the whole I think it can be a very rewarding thing at times. I don't miss working, going to the office every day. Most women complain of being just a housewife and just a mother. But, then, again, I wonder if there is more for me. Others say there has to be. I really don't know.

HELPER RESPONSES:
(1) Hmm. Who are these other people?
(2) So you find yourself raising a lot of questions about yourself--educationally, vocationally.
(3) Why are you dominated by what others see for you? If you are comfortable and enjoy being a housewife, then continue in this job. The role of mother, homemaker can be a full-time, self-satisfying job.
(4) While others raise these questions, these questions are real for you. You don't know if there is more out there for you. You don't know if you can find more fulfillment than you have.

Excerpt 3

HELPEE: Sometimes I question my adequacy of raising three boys, especially the baby. I call him the baby--well, he is the last. I can't have any more. So I know I kept him a baby longer than the others. He won't let anyone else do things for him. If someone else opens the door, he says he wants Mommy to do it. If he closes the door, I have to open it. I encourage this. I do it. I don't know if this is right or wrong. He insists on sleeping with me every night and I allow it. And he says when he grows up he won't do it any more. Right now he is my baby and I don't discourage this much. I don't know if this comes out of my needs or if I'm making too much out of the situation or if this will handicap him when he goes to school--breaking away from Mamma. Is it going to be a traumatic experience for him? Is it something I'm creating for him? I do worry more about my children than I think most mothers do.

HELPER RESPONSES:

(1) So you find yourself raising a lot of questions as to if what you are doing is right for your child.

(2) Is it perhaps possible for you to have the child become involved in a situation such as some experiences in a public park where the child could play and perhaps at a distance you could supervise--where the child can gain some independence?

(3) Could you tell me--have you talked to your husband about this?

(4) While you are raising a lot of questions for yourself about yourself in relation to your youngest child, you are raising some more basic questions about yourself in relation to you. In lots of ways you're not certain where you are going--not sure who you are.

Excerpt 4

HELPEE: It's not an easy thing to talk about. I guess the heart of the problem is sort of a sexual problem. I never thought I would have this sort of problem. But I find myself not getting the fulfillment I used to. It's not as enjoyable--for my husband either, although we don't discuss it. I used to enjoy and look forward to making love. I used to have an orgasm but I don't anymore. I can't remember the last time I was satisfied. I find myself being attracted to other men and wondering what it would be like to go to bed with them. I don't know what this means. Is this symptomatic of our whole relationship as a marriage? Is something wrong with me or us?

HELPER RESPONSES:

(1) Perhaps you feel your marriage and role of mother is holding you back and preventing you from being something else you want to be. Your resentment here against your husband is manifested in your frigidity. Perhaps it is your way of paying him back for keeping you down in this role, for confining you, for restricting you.

(2) What about your relationship with your husband, his role as father and companion?

(3) You don't quite know what to make of all this but you know something is dreadfully wrong and you are determined to find out for yourself, for your marriage.

(4) What's happened between you and your husband has raised a lot of questions about you, about him, about your marriage.

Excerpt 5

HELPEE: Gee, those people! Who do they think they are? I just can't stand interacting with them anymore. Just a bunch of phonies. They leave me so frustrated. They make me so anxious. I get angry at myself. I don't even want to be bothered with them anymore. I just wish I could be honest with them and tell them all to go to hell! But I guess I just can't do it.

HELPER RESPONSES:

(1) They really make you very angry. You wish you could handle them more effectively then you do.
(2) Damn, they make you furious! But it's just not them. It's with yourself, too, because you don't act on how you feel.
(3) Why do you feel these people are phony? What do they say to you?
(4) Maybe society itself is at fault here--making you feel inadequate, giving you this negative view of yourself, leading you to be unable to successfully interact with others.

Excerpt 6

HELPEE: They wave that degree up like it's a pot of gold at the end of the rainbow. I used to think that, too, until I tried it. I'm happy being a housewife; I don't care to get a degree. But the people I associate with, the first thing they ask is, "Where did you get your degree?" I answer, "I don't have a degree." Christ, they look at you like you are some sort of a freak, some backwoodsman your husband picked up along the way. They actually believe that people with degrees are better. In fact, I think they are worse. I've found a lot of people without degrees that are a hell of a lot smarter than these people. They think that just because they have degrees they are something special. These poor kids that think they have to go to college or they are ruined. It seems that we are trying to perpetrate a fraud on these kids. If no degree, they think they will end up digging ditches the rest of their lives. They are looked down upon. That makes me sick.

HELPER RESPONSES:

(1) You really resent having to meet the goals other people set for you.
(2) What do you mean by "it makes me sick?"
(3) Do you honestly feel a degree makes a person worse or better? And not having a degree makes you better? Do you realize society perpetrates many frauds and sets many prerequisites such as a degree. You must realize how doors are closed unless you have a degree, while the ditches are certainly open.
(4) A lot of these expectations make you furious. Yet, they do tap in on something in yourself you are not sure of--something about yourself in relation to these other people.

Excerpt 7

HELPEE: I get so frustrated and furious with my daughter. I just don't know what to do with her. She is bright and sensitive, but damn, she has some characteristics that make me so on edge. I can't handle it sometimes. She just--I feel myself getting more and more angry! She won't do what you tell her to. She tests limits like mad. I scream and yell and lose control and think there is something wrong with me--I'm not an understanding mother or something. Damn! What potential! What she could do with what she has. There are times she doesn't use what she's got. She gets by too cheaply. I just don't know what to do with her. Then she can be so nice and then, boy, she can be as onery as she can be. And then I scream and yell and I'm about ready to slam her across the room. I don't like to feel this way. I don't know what to do with it.

HELPER RESPONSES:

(1) So you find yourself screaming and yelling at your daughter more frequently during the past three months.

(2) Why don't you try giving your daughter some very precise limitations. Tell her what you expect from her and what you don't expect from her. No excuses.

(3) While she frustrates the hell out of you, what you are really asking is, "How can I help her? How can I help myself, particularly in relation to this kid?"

(4) While she makes you very angry, you really care what happens to her.

Excerpt 8

HELPEE: He is ridiculous! Everything has to be done when he wants to do it, the way he wants it done. It's as if nobody else exists. It's everything he wants to do. There is a range of things I have to do--not just be a housewife and take care of the kids. Oh no, I have to do his typing for him, errands for him. If I don't do it right away, I'm stupid--I'm not a good wife or something stupid like that. I have an identity of my own, and I'm not going to have it wrapped up in him. It makes me--it infuriates me! I want to punch him right in the mouth. What am I going to do? Who does he think he is anyway?

HELPER RESPONSES:

(1) It really angers you when you realize in how many ways he has taken advantage of you.

(2) Tell me, what is your concept of a good marriage?

(3) Your husband makes you feel inferior in your own eyes. You feel incompetent. In many ways you make him sound like a very cruel and destructive man.

(4) It makes you furious when you think of the one-sidedness of this relationship. He imposes upon you everywhere, particularly in your own struggle for your own identity. And you don't know where this relationship is going.

Excerpt 9

HELPEE: I finally found somebody I can really get along with. There is no pretentiousness about them at all. They are real and they understand me. I can be myself with them. I don't have to worry about what I say and that they might take me wrong, because I do sometimes say things that don't come out the way I want them to. I don't have to worry that they are going to criticize me. They are just marvelous people! I just can't wait to be with them! For once I actually enjoy going out and interacting. I didn't think I could ever find people like this again. I can really be myself. It's such a wonderful feeling not to have people criticizing you for everything you say that doesn't agree with them. They are warm and understanding, and I just love them! It's just marvelous!

HELPER RESPONSES:
(1) Sounds like you found someone who really matters to you.
(2) Why do these kind of people accept you?
(3) That's a real good feeling to have someone to trust and share with. "Finally, I can be myself."
(4) Now that you have found these people who enjoy you and whom you enjoy, spend your time with these people. Forget about the other types who make you anxious. Spend your time with the people who can understand and be warm with you.

Excerpt 10

HELPEE: I'm really excited! We are going to California. I'm going to have a second lease on life. I found a marvelous job! Its great! It's so great I can't believe it's true--it's so great! I have a secretarial job. I can be a mother and can have a part-time job which I think I will enjoy very much. I can be home when the kids get home from school. It's too good to be true. It's so exciting. New horizons are unfolding. I just can't wait to get started. It's great!

HELPER RESPONSES:
(1) Don't you think you are biting off a little bit more than you can chew? Don't you think that working and taking care of the children will be a little bit too much? How does your husband feel about this?
(2) Hey, that's a mighty good feeling. You are on your way now. Even though there are some things you don't know along the way, it's just exciting to be gone.
(3) Let me caution you to be cautious in your judgment. Don't be too hasty. Try to get settled first.
(4) It's a good feeling to contemplate doing these things.

Excerpt 11

HELPEE: I'm so pleased with the kids. They are doing just marvelously. They have done so well at school and at home; they get along together. It's amazing. I never thought they would. They seem a little older. They play together better and they enjoy each other, and I enjoy them. Life has become so much easier. It's really a joy to raise three boys. I didn't think it would be. I'm just so pleased and hopeful for the future. For them and for us. It's just great! I can't believe it. It's marvelous!

HELPER RESPONSES:
(1) It's a good feeling to have your kids settled once again.
(2) Is it possible your kids were happy before but you never noticed it before? You mentioned your boys. How about your husband? Is he happy?
(3) Do you feel this is a permanent change?
(4) Hey, that's great! Whatever the problem, and you know there will be problems, it's great to have experienced the positive side of it.

Excerpt 12

HELPEE: I'm really excited the way things are going at home with my husband. It's just amazing! We get along great together now. Sexually, I didn't know we could be that happy. I didn't know anyone could be that happy. It's just marvelous! I'm just so pleased, I don't know what else to say.

HELPER RESPONSES:
(1) It's a wonderful feeling when things are going well maritally.
(2) It's really exciting to be alive again, to feel your body again, to be in love again.
(3) Is your husband aware of these changes?
(4) Now don't go overboard on this right now. There will be problems that lie ahead and during these periods that you have these problems I want you to remember well the bliss you experienced in this moment in time.

Excerpt 13

HELPEE: I'm so thrilled to have found a counselor like you. I didn't know any existed. You seem to understand me so well. It's just great! I feel like I'm coming alive again. I have not felt like this in so long.

HELPER RESPONSES:
(1) Gratitude is a natural emotion.
(2) This is quite nice but remember, unless extreme caution is exercised, you may find yourself moving in the other direction.
(3) That's a good feeling.
(4) Hey, I'm as thrilled to hear you talk this way as you are! I'm pleased that I have been helpful. I do think we still have some work to do yet, though.

Excerpt 14

HELPEE: No response. (*Moving about in chair.*)

HELPER RESPONSES:
(1) You can't really say all that you feel at this moment.

(2) A penny for your thoughts.
(3) Are you nervous? Maybe you haven't made the progress here we hoped for.
(4) You just don't know what to say at this moment.

Excerpt 15

HELPEE: Gee, I'm so disappointed. I thought we could get along together and you could help me. We don't seem to be getting anywhere. You don't understand me. You don't know I'm here. I don't even think you care for me. You don't hear me when I talk. You seem to be somewhere else. Your responses are independent of anything I have to say. I don't know where to turn. I'm just so--doggone it--I don't know what I'm going to do, but I know you can't help me. There just is no hope.

HELPER RESPONSES:
(1) I have no reason to try and not to help you. I have every reason to want to help you.
(2) Only when we establish mutual understanding and trust and only then can we proceed to work on your problem effectively.
(3) It's disappointing and disillusioning to think you have made so little progress.
(4) I feel badly that you feel that way. I do want to help. I'm wondering, "Is it me? Is it you, both of us?" Can we work something out?

Excerpt 16

HELPEE: Who do you think you are? You call yourself a therapist! Damn, here I am spilling my guts out and all you do is look at the clock. You don't hear what I say. Your responses are not attuned to what I'm saying. I never heard of such therapy. You are supposed to be helping me. You are so wrapped up in your world you don't hear a thing I'm saying. You don't give me the time. The minute the hour is up you push me out the door whether I have something important to say or not. I--uh--it makes me so goddamn mad!

HELPER RESPONSES:
(1) You are suggesting I'm wrapped up in myself. Do you think that perhaps, in fact, this is your problem?
(2) I'm only trying to listen to you. Really, I think we are making a whole lot of progress here.
(3) You are pretty displeased with what has been going on here.
(4) All right, you are furious, but I wonder if it's all mine or is there something else eating you.

TEST OF COUNSELOR ATTITUDES

INSTRUCTIONS: Following are ten examples of possible exchanges between counselors and students. The counselor starts each exchange. The student replies. The counselor's response to the student is presented as a multiple-choice problem. You are to circle the capital letter to the left of the counselor response which you feel is the type of response you would be most apt to favor. The wording used may not strike you as being the best, but disregard this factor as long as the response is the same type as you would favor. If, after studying the alternatives given, you cannot accept any one of the types of responses listed, write in an example of the type of response you would favor.

1. Financial Counselor: How do you do? I'm Mr. Smith. Now what is it I can do for you?

   Student: Well, sir, I'm not just too sure. I have a situation that I'm not too clear about and I don't know whether I need to get a loan, or whether I'm not planning well enough on what I have, or whether I'm a victim of the inflation, or just what. And I thought . . . well, I mentioned it to one of my profs and he suggested I ought to see you, so here I am.

   Financial Counselor:

   A. A little too confusing to dope out yourself, is that it?
   B. Well, I hope that I can help. It's the kind of thing we want to do here; help you get lined up.
   C. Let me get a piece of paper here. Okay, shoot! What's the story?
   D. Chances are that it is a combination of factors: it usually is for most students.
   E. Well, it strikes me that you're doing the right thing here. Sound financial planning can be a real help.
   F. (Other) ______________________________

2. Marriage Counselor: All right, Mr. Ex, would you like to give me a bit of an idea as to what it was you wanted to see me about?

   Student: Well, Mrs. Jay, I've got a real problem here. I'll just give it to you all at once. Shall I marry this girl, or shall I think of My future? If a fellow is going to think of his future . . . if he's got ambition and drive to get ahead . . . he's got to be hard . . . and forget all about sentiment . . . but I do love Marie . . . I really do. And she's been my inspiration . . . now please don't laugh even though it sounds silly. If we broke off I don't know what I'd do. It'd throw me. But I can't afford graduate study and marriage, too. And Marie says if we can't get married now, she isn't willing to wait. I don't know what to do. I love her, but if she loved me, would she say "now or never"? That's the thing I can't answer.

Marriage Counselor:

A. Well, now I certainly can't give an answer to such a complex situation just like that, but I do think it's clear that whatever decision you do reach must be the one which is most constructive for both of you. I think we'll want to explore what this will mean to both of you.
B. Would you like to give me a little clearer picture of (whatever aspect the reader feels needs developing)?
C. It looks like it panics and confuses you somewhat to have to choose between sentiment and ambition.
D. I'm rather wondering whether both marriage and career aren't possible. Maybe you can kill two birds with one stone.
E. So far as you can see, then you're caught right between your sentiments and your ambitions.
F. (Other) ______________________________

3. Fraternity Counselor: Hi, Ed. How'd the game with the upperclassmen go?

Fraternity Student: Aw to hell with 'em! Good Lord, I tried to do my best, but when Joe got so darned mad at me when I miscounted trumps it just made me . . . well, I try . . . I do try . . . but when they as much as much as tell me that my best isn't enough, it just points out to me more and more clearly that I'm just a sad sack.

Fraternity Counselor:

A. Look, Ed, have you ever just stopped to consider the source? Like the guy that got kicked in the face by the mule?
B. In other words, when someone attacks you, you tend to feel guilty about it.
C. In other words, when you did your best and he found fault, it tended to make you feel worthless.
D. Now look, friend, if you're going to let something like that throw you, you are the sad sack, for sure.
E. Tell me, Ed, is it only in bridge games that you feel that way?
F. (Other) ______________________________

4. Student Activities Counselor: I wanted to talk with you, Tom, about the difficulties which seem to exist between your staff and the newspaper staff.

Student: Well, if you ask me it's high time that pack of mutts got straightened out. Every time they print that sheet all they do is criticize. They run down everything we do. I've done everything I can do to work with them. They're infernally superior. They ought to try to put a good foot forward for a change. But, I'll help in any way I can.

Student Activities Counselor:

A. I'd like to hear your side of the story completely. Want to tell me more about it?
B. What you say about them may be true, Tom, but let's remember that we've just got to work together in order to exist.
C. From the way you see it, I can understand how it would be very provoking.
D. From the way you see it, then, you're pretty well justified in feeling angry, but you're willing to help.
E. I gather you resent being made to feel inferior.
F. (Other) ______________________________

5. Religious Counselor: All right, Marian, we have half an hour now. Would you like to go ahead in your own way?

Student: I don't know just how to begin. It just seems that everything here is so negative. In all the classes they just tear things apart, and put nothing in their place. Now it really doesn't bother me, but I like to see the good side of things. To me religion has always meant a lot, but with all this analysis and taking things apart and explaining things mechanically, it just makes me wonder if there really is a God! And I want to see things constructively.

Religious Counselor:

A. You feel disturbed by these destructive activities.
B. Sometimes it takes a lot of thinking to absorb conflicting ideas.
C. You want to be constructive, but these destructive activities stand in the way, is that it?
D. I'd like to get a little clearer idea of how this conflict works out. Could you give me an idea, say, by a more specific example?
E. Have you thought of the possibility of asking your instructors just how they relate the two sides? Maybe you could get some help by a more complete discussion.
F. (Other) ______________________________

6. Faculty Counselor: Come in. What can I do for you?

Student: Dr. Allen, I'd like to get some help from you on my schedule for that winter quarter. I've talked with several people about what I ought to take, but they all tell me different things and it's so hard for me to know what to choose. Gee whiz, I'm only a freshman and I just don't know what is next, so I decided finally that I ought to come to someone who could give me some expert advice.

Faculty Counselor:

A. If I follow you correctly, you feel pretty sure that this is something that requires outside help; it's something you can't decide for yourself
B. Are you speaking now of what major field you want to get into, or what you are going to take for electives?
C. Well, now, maybe if you depended a little more on yourself, on what you can do and what you want to do instead of what others say, you'd get along a little better.
D. I'm wondering whether you difficulty isn't more a matter of developing self-reliance than a matter of selecting courses.
E. Sure I'd be glad to help. Sometimes it's a bit brutal getting adjusted to the college setup.
F. (Other) ______________________________

7. Student Discipline Counselor: I expect, Al, you know why you've been sent for. Bringing liquor into the dorm was a violation of the university rules. Were you aware of that?

Student: Yes, I was aware of that and I appreciate the fact that it was a foolish thing to do, but I do not intend to try to justify myself in any way. It was childish. I do understand that such things cannot be tolerated by the university. I had an impulse to try it, and I got caught. I am ready to accept the consequences.

Student Discipline Counselor:

A. All right, Al. I'd suggest you keep up the same attitude. I don't like to jump you any more than you like to be jumped. I'll let you know what the Dean decides.
B. All right, Al. I gather you wish to stand squarely on your own two feet in this matter. I'll let you know what the Dean decides.
C. You feel, then, that the treatment is just. You'll be hearing from the Dean as soon as he has reached his decision.
D. I hope you'll recognize this as something the Dean's office must do and that we don't like it any more than you do. You'll be hearing from the Dean soon now.
E. What's the score in this now. What the devil was it that prompted you to take a try at this?
F. (Other) ______________________________

8. Counselor at Student Union: How do you feel about coming over here Joan? Do you feel it has been of any help to you?

Student: I think it's wonderful, I've never had a chance like this before in all my life. People are so friendly here. Oh, of course, I realize that there are others here that are just learning too, but I just don't feel afraid any more. I think the university is to be most wholeheartedly congratulated for providing the chance for students who might otherwise go through school as wall flowers.

Counselor at Student Union:

A. That's just grand Joan. I'm glad you're getting so much out of it.
B. You'll probably simmer down a bit as it becomes old stuff to you, but it's sure fun now, isn't it?
C. Keep at it, Joan. You're on the right track.
D. I'm rather wondering whether this same feeling is carrying over into other areas of your life.
E. Feeling pretty pleased and grateful, is that it?
F. (Other) ____________________

9. Dormitory Counselor: How are things coming along Joe?

Dormitory Student: Okay, I guess, except for that new roomie I got stuck with. He is a heel! He thinks he knows everything, a big shot. But I'll figure out some way to handle him, all right. And he'll know he's been handled too. I'm not taking any guff off a peanut like that.

Dormitory Counselor:

A. You feel you must be out in front of him, that it's really important to you to be that better man, isn't that it?
B. Do you think that's a very constructive attitude to take toward him?
C. Why should this thing be so important to you?
D. You feel pretty angry with him and want to put him in his place; is that it?
E. I see what you want. A guy like that is a real pain in the neck,
F. (Other) ____________________

10. Guidance Counselor: All right, Ralph, what was it you wanted to talk about?

Student: What I want to do is to narrow my interests down to one or two areas or objectives which can give me a source of economic support, of financial security, and yet give me a feeling of intellectual achievement. It seems to me that the time has come when this immature lack of direction has got to be straightened out.

Guidance Counselor:

A. Just how far has your thinking gone in this problem?
B. You know where you want to go and it's high time you got there, is that it?
C. That's a fine goal, Ralph. Let's see what we can do about it.
D. I expect that first we'll have to get a measure of your strengths and weaknesses and interests and then see how things seem to stack up.
E. Um hm, I see. You're beginning to become concerned about growing up.
F. (Other) ____________________

CALGARY SCHOOL BOARD

MEETING #2
January 5, 1972

Agenda

1. Group Work	Mike	20 min.
2. Comb's Tape	Ed	60 min.
3. Models		
a. Core Condition Model	Mike	15 min.
b. Behavioral Model	Ed	15 min.
4. Flow Chart	Mike	15 min.
5. Quiz	Mike	
6. Assignment #2	Ed	15 min.
a. Complete Step 3 on flow chart		
b. Select one model to use in your group		

Materials

- a. Group list
- b. Flow chart
- c. Core condition model
- d. Behavioral model
- e. Typescript Comb's talk
- f. Empathy handout

CALGARY SCHOOL BOARD

Flow Chart for Establishing Groups

1. Identify the problem.
    - (a) Discuss with persons concerned (possible participants)
    - (b) Discuss with Administration and others
    - (c) Identify participants (general definition)
    - (d) Identify needs of participants

2. Is group work appropriate? Are there more effective and efficient methods?

3. Develop planning group.
    - (a) Fellow counsellor; concerned others (as appropriate)
    - (b) Identify needs of planning group

4. Determine goals of group program. Consider the problem, needs of participants, needs of planning group.

5. Develop overall model.
    - (a) Theoretical approach
        - (1) structured - unstructured
        - (2) open - closed
        - (3) leadership style
        - (4) content - process
        - (5) etc.
    - (b) Time
    - (c) Place
    - (d) Size of group

6. Recruitment.
    - (a) Define participants operationally. Determine size of population involved.
    - (b) Alert counsellors, teachers, administrators, students.

7. Plan detailed program.

    (a) Model
    (b) Develop agenda for each session
    Location, time, date, topics, counsellors' roles (assignments), time allocated to topic, materials, handouts.
    (c) Evaluation of program

        (1) criteria (related to goals)
        (2) instruments
        (3) procedure

8. Selection.

    (a) Criteria (definition of participants, program, goals, limitations)
    (b) Notification
    (c) Interview (individual, group)
    (d) Commitment

9. Review program and modify as needed.

DON'T BUILD IN FAILURE

DEFINITIONS

1. Core Conditions

Set of behaviors related to all successful interpersonal processes. Examples of some of the core conditions that have been identified are: empathy, respect, concreteness, genuineness, self-disclosure, confrontation, and immediacy.

2. Empathy

Communication of an understanding of the person to be helped and his predicament in such a manner that the person helped can expand and clarify his own understanding as well as his understanding of others.

3. Respect

Communication to the person helped of a very deep regard for that person's value as a human being and also a communication of commitment to the realization of that person's human potentials.

4. Concreteness

The communication of personally relevant feelings and experiences in specific terms.

5. Genuineness

The spontaneous communication of personally relevant and immediate feelings and experiences.

6. Self-disclosure

The open communication of feelings and experiences in such a way that an observer gets the impression that nothing has been held back.

7. Confrontation

The communication of recognized discrepancies in another person's behavior.

8. Immediacy

The direct translation and communication of the person's helped expression into the immediate relationship between the helper and the person helped.

EMPATHY

Definition

Empathy is defined as the verbal and nonverbal communication of an understanding of the person and his predicament in such a manner that the person helped can expand and clarify his own understanding of himself and others.

The minimal facilitative level of empathy is operationally defined as: ... the verbal or behavioral expressions of the first person (helper) in response to the verbal or behavioral expressions of the second person (helpee), are essentially interchangeable with those of the second person in that they express essentially the same affect and meaning.[1]

The major criterion for the minimal facilitative level of empathy is interchangeability of the response. Another criterion is the effect of the response on the second person. Can he use the helper's response. At a minimum the helper must communicate as much material as the helpee has communicated in the first place.

At low levels of empathy the helper does not pay attention to or even detracts from the expressions of the helpee.

At higher levels of empathy the responses of the helper add noticeably or significantly to what the helpee has expressed in terms of feeling and meaning.

Purposes for Communicating Empathy

1. To help the helpee to be sure of what he is feeling and experiencing.
2. To be sure the helper knows what the helpee is feeling and experiencing.
3. To help convey that the helper is concerned about the helpee and respects him as a person.

How to Convey Empathy

Several guidelines are helpful in the formulation of empathic responses, particularly during the early stages of training. Again, whether we speak of depth reflections or sensitive interpretations, the ultimate purpose of the empathic response is to communicate to the helpee a depth of understanding of him and his predicament in such a manner that he can expand and clarify his own self-understanding as well as his understanding of others. The guidelines are as follows:

Empathy

The helper will find that he is most effective in communicating an empathic understanding when:

1). He concentrates with intensity upon the helpee's expressions, both verbal and nonverbal.
2). He concentrates upon responses that are interchangeable with those of the helpee.
3). He formulates his responses in language that is most attuned to the helpee.
4). He responds in a feeling to me similar to that communicated by the helpee.
5). He is most responsive.
6). Having established an interchangeable base of communication, he moves tenatively toward expanding and clarifying the helpee's experiences at higher levels.
7). He concentrates upon what is not being expressed by the helpee.
8). He employs the helpee's behavior as the best guideline to assess the effectiveness of his responses.

Example:

Helpee: Sometimes I get so depressed I just don't know what to do with myself.
1. Helper: Well, you know it's around exam time and lots of kids get feeling down at this time of year. (Level 1)
2. Helper: Everybody feels that way once in awhile. (Level 2)
3. Helper: Sometimes you feel you're never going to get up again. (Level 3)
4. Helper: You wonder whether you have what it takes to pull yourself out of these black moods. (Level 4)

1. Adapted from Carkhuff, Robert R., and Berenson, Bernard G. Beyond Counselling and Therapy, P.5.

Jan. 10/72
MBM/gg

SCALE 1
EMPATHIC UNDERSTANDING IN INTERPERSONAL PROCESSES
A SCALE FOR MEASUREMENT

Level 1

The verbal and behavioral expressions of the helper either do not attend to or detract significantly from the verbal and behavioral expressions of the helpee(s) in that they communicate significantly less of the helpee's feelings and experiences than the helpee has communicated himself.

Example: The helper communicates no awareness of even the most obvious expressed surface feelings of the helpee. The helper may be bored or disinterested or simply operating from a preconceived frame of reference which totally excludes that of the helpee(s).

In summary, the helper does everything but express that he is listening, understanding, or being sensitive to even the most obvious feelings of the helpee in such a way as to detract significantly from the communications of the helpee.

Level 2

While the helper responds to the expressed feelings of the helpee(s), he does so in such a way that he subtracts noticeable affect from the communications of the helpee.

Example: The helper may communicate some awareness of obvious, surface feelings of the helpee, but his communications drain off a level of the affect and distort the level of meaning. The helper may communicate his own ideas of what may be going on, but these are not congruent with the expressions of the helpee.

In summary, the helper tends to respond to other than what the helpee is expressing or indicating.

Level 3

The expressions of the helper in response to the expressions of the helpee(s) are essentially interchangeable with those of the helpee in that they express essentially the same affect and meaning.

Example: The helper responds with accurate understanding of the surface feelings of the helpee but may not respond to or may misinterpret the deeper feelings.

In summary, the helper is responding so as to neither subtract from nor add to the expressions of the helpee. He does not respond accurately to how that person really feels beneath the surface feelings; but he indicates a willingness and openness to do so. Level 3 constitutes the minimal level of facilitative interpersonal functioning.

Level 4

The responses of the helper add noticeably to the expressions of the helpee(s) in such a way as to express feelings a level deeper than the helpee was able to express himself.

Example: The helper communicates his understanding of the expressions of the helpee at a level deeper than they were expressed and thus enables the helpee to experience and/or express feelings he was unable to express previously.

In summary, the helper's responses add deeper feeling and meaning to the expressions of the helpee.

Level 5

The helper's responses add significantly to the feeling and meaning of the expressions of the helpee(s) in such a way as to accurately express feelings levels below what the helpee himself was unable to express or, in the event of ongoing, deep self-exploration on the helpee's part, to be fully with him in his deepest moments.

Example: The helper responds with accuracy to all of the helpee's deeper as well as surface feelings. He is "tuned in" on the helpee's wave length. The helper and the helpee might proceed together to explore previously unexplored areas of human existence.

In summary, the helper is responding with a full awareness of who the other person is and with a comprehensive and accurate empathic understanding of that individual's deepest feelings.

Carkhuff, Robert R. Helping & Human Relations Volume I, Holt, Rinehart and Winston, Inc. 1969.

HOW TO DEVELOP A PROGRAM

1. The first principle of program development is to define what a program is. A program is any means used to reach a goal. The best program is one where each step moves systematically toward the goal. Systematic programs allow you to know at each step how close you are to the goal.
   The most systematic means for achieving a goal is the best.
   ______________________________.

2. The second principle of program development is to choose a goal. A goal tells you where you want to go. A goal also lets you know where you are. A goal will help you develop your program.
   A systematic program should be designed to achieve a ________________.

3. The third principle of program development is to make clear to everyone the reason why the goal is worthwhile. The reason helps you to understand how the goal fits into the big picture. The benefits make clear why the program is necessary.
   Systematic programs that work toward goals are done for reasons that should be made________________to everyone concerned.

4. The fourth principle of program development is to describe the goal in terms of observable behavior. All goals must be defined in terms of observable behavior. Without observable behavior there is no way of determining whether or not you reached the goal.
   Systematic programs that work toward goals must be described in terms of behaviors that can be____________________by everyone.

5. The fifth principle of program development is to start with the observable goal and work backwards describing the steps that lead to the observable goal. One way of working from the observable goal backwards is to simply follow in time what behavior must precede the observable behavior, then the next behavior that must precede the first and so on back as many steps

as needed. If time isn't useful, simply list all the observable behavior that can lead to the final observable goal.
Systematic programs that work towards observable goals list the __________ that lead to the observable goal.

6. The sixth principle of program development is to rank the behaviors in terms of degree of difficulty. Difficulty ranges from the least difficult to the most difficult behavior. Behaviors are ranked in order to determine the steps leading to a goal.
Systematic programs that work towards observable goals begin by ranking behaviors in terms of how____________________________they are.

7. The seventh principle of program development is to begin with the least difficult behavior. Beginning with the least difficult behavior increased your probability of succeeding. In addition, the least difficult behaviors lay the blocks upon which the more difficult behaviors are built.
Systematic programs that work toward observable goals begin with the behaviors which are ranked________________________difficult.

8. The eighth principle of program development is to repeat specific behaviors over and over until mastered. The principle of repetition insures that the skill is learned. The principle of repetition insures that a sound foundation is laid for more difficult tasks.
Systematic programs that work toward observable goals____________________ specific behaviors over and over until they are mastered.

9. The ninth principle of program development is to review all previous behaviors upon the mastery of each new behavior. This principle of review allows you to identify any weaknesses in previous learnings. The principle of review also enables you to strengthen and reinforce the foundation by retraining.
Systematic programs that work toward observable goals depend upon constantly______________________those behaviors which have been learned.

10. The tenth principle of program development is that advancement to the next most difficult behavior is dependent upon mastery of all simpler behavior. This principle of advancement only after mastering simpler behaviors is the key to successfully achieving goals. The principle of advancement insures that you have the skills necessary to learn the next most difficult behavior.
Systematic programs that work toward observable goals ____________________ to new behaviors only after the mastery of all previous behaviors.

11. The eleventh principle of program development is to conclude the program with the mastery of the most difficult behavior. The mastery of the most difficult behavior is the goal of the program. The mastery of the most difficult behavior includes the mastery of all simple behaviors.
Observable goals are best achieved by ____________________________________ of behaviors determined by systematic programs.

Robert R. Carkhuff, Ph.D.
and Ted Friel, Ph.D.

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Modified-Manley-Oct.'71

DEVELOPING INDIVIDUAL BEHAVIOR CHANGE GOALS

I. ESTABLISHING A GOAL

(1) WHAT IS THE MOST IMPORTANT CHANGE I WOULD LIKE TO MAKE IN MYSELF?

(2) HOW WOULD I BEHAVE DIFFERENTLY IF I REACHED MY GOAL?

(3) HOW WOULD OTHERS BE ABLE TO OBSERVE THIS CHANGE IN MY BEHAVIOR?

(4) CAN I BE A LITTLE MORE SPECIFIC ABOUT THIS OBSERVABLE CHANGE--

A) BY LIMITING THE SCOPE OR AMOUNT OF THE BEHAVIOR, TO:

B) BY LIMITING THE

(a) TIME TO:

(b) PLACE TO:

(c) PERSON TO:

(d) CONTEXT TO:

NOW, IS THIS SPECIFIC CHANGE STILL AN IMPORTANT PART OF THE MAIN GOAL I WANT TO REACH: IF NOT, START OVER AGAIN AND TRY TO ACCOMPLISH THIS.

II. ESTABLISHING A BASE RATE OF THIS BEHAVIOR FOR LATER COMPARISON.

(5) WHERE AM I NOW IN TERMS OF THIS SPECIFIC GOAL--
  (a) HOW FREQUENTLY DO I DO THIS NOW?

  (b) HOW WELL DO I DO THIS?

(6) HOW COULD OTHERS TELL--
  (a) THAT I FAILED IN ACHIEVING MY GOAL?

  (b) THAT I WAS DOING EVEN WORSE THAN NOW?

III. ESTABLISHING THE REALITY OF THE GOAL

(7) NOW,-----IS THIS BEHAVIORAL GOAL REALLY REALISTIC IN TERMS OF MY PRESENT LEVEL OF BEHAVIOR?

  (a) WHAT IN ME WILL HELP ME REACH THIS GOAL?

  (b) WHAT IN ME WILL HINDER MY REACHING THIS GOAL?

  (c) WHAT OUTSIDE OF ME WILL HELP ME REACH THIS GOAL?

  (d) WHAT OUTSIDE OF ME WILL HINDER MY REACHING THIS GOAL?

(8) WHAT SPECIFICALLY CAN I DO TO MEET MY GOAL?

(9) NOW, ONE LAST CHECK. IS THIS BEHAVIORAL GOAL THE ONE THAT REPRESENTS AN IMPORTANT ASPECT OF THE BEHAVIOR I MOST WISH TO CHANGE? IF YOU DO WISH TO CHANGE YOUR MIND START OVER AGAIN FROM THE BEGINNING.

BOWNESS HIGH SCHOOL

STRATEGY FOR STUDY GROUPS

A. Theoretical Framework

Basically, these procedures constitute a training programme involving the elicitation, shaping and strengthening of those responses which we have defined as being part of the written model - i.e., "Effective Study Behavior". The desired operant behavior will be shaped through application of the following principles:

1. Differential reinforcement - reinforce responses which resemble the written model; extinguish those which are incompatible with it.

2. Successive approximations - require that the responses gradually be closer and closer to the written model before they are reinforced.

3. Discriminative training - desired responses are emitted only if the presence of certain discriminative stimuli are extinguished - by consistent lack of reinforcement - when emitted in presence of other stimuli.

4. Intermittent reinforcement - once the desired response pattern has been acquired, continuous reinforcement can be reduced gradually.

5. Automatic reinforcement - self control in which there is no need for interpersonal reinforcement of the desired response pattern.

The role of the counsellor will be that of discussion - catalyst and dispenser of positive reinforcement for the responses which are to be shaped. Verbal assent and approval, as well as supportive facial expressions and body gestures could be used as social reinforcers. Examples of verbal reinforcers include: "Um humm", "That's a good idea, Jack", or "I like that point, Fran". An encouraging head nod, an interested leaning forward, or a supportive smile could be construed as non-verbal, positive reinforcers.

Needless to say, no generalized verbal or non-verbal reinforcers probably exist. Each counsellor will have to learn that reinforcers are valued by group members. For example, some may react with disdain if the counsellors continually say "Well done" when a desired operant has been emitted. These same persons may appreciate the counsellor simply acknowledging their efforts and then building further group discussion around these efforts.

No attempt should be made to keep the reinforcement at a subtle level - the desired responses will be outlined, as the group specifies them, and when group members report having emitted these responses, reinforcement will follow. All subjects will be encouraged to practice overtly the desired form of responding.

Counsellors should use the social reinforcers which they believe they use most effectively for relaying impressions of assent, approval, and support. At the same time - as noted above - an attempt should be made to individualize selection of reinforcers as much as possible. It is anticipated that as group cohesiveness develops and as reinforcement contingencies become recognized, group members will socially reinforce each other's responses as these approximate the model. The counsellor should attempt to withdraw his reinforcement efforts at a pace which insures that response rates are not decreased. Ultimately, as the frequency of effective study behaviors increases, external (interpersonal) reinforcement should become unnecessary as these response patterns tend to become self-controlled (i.e., automatic reinforcement).

B. Procedural Details

The first session should be devoted to clarification of the behaviors which group members believe are part of a model of "Effective Study Behavior". This would involve having them react to the sheet we have handed out. Thus counsellors would try to elicit specific behavioral suggestions from the students - this should be personalized to the extent that they specify behavioral responses which they would like to manifest if they were emitting "Effective Study Behavior". Hopefully, through this group discussion process there would be some unanimity concerning these desired responses.

In effect, through this process, the group should have operationally defined a model which they would like to emulate. The rest of this first session and all subsequent sessions would be devoted to finding out how closely each group member is coming in his attempt to emulating the model. The concept of successive approximations would be invoked as the counsellor - may have to use frequent social reinforcement (individualizing the selection of reinforcers), but later, intermittent reinforcement principles could be adopted. It is anticipated that as group members find themselves approximating model behaviors closer and closer, their responses will be self-reinforcing i.e., their response patterns will be self-controlled.

One important part of each session will be the determination of discriminative cues which should be present before group members emit certain response patterns. For example: When are the most appropriate occasions for asking questions in class? When are inappropriate occasions? What environmental conditions are most conducive to the elicitation of individual, book study behaviors? The group should decide which cues are most important, then they should be positively reinforced for emitting model responses when these cues are present. Inappropriate responses could be ignored or perhaps the counsellor could ask the student to specify what the appropriate response should have been.

Strategy for Study Groups (cont'd)

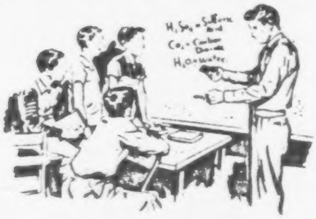
All response patterns of the model should be discussed throughout the series of sessions. Group members may wish to add others but group time should not be spent on these since it would appear that the model is sufficiently comprehensive that time may be a problem.

Each group session probably would open with a review of the model, the group's operational definitions of it, and any new specific responses they may have agreed to add to it during the previous session. The counsellor would then ask the members to outline what they had done this last week in respect to approximating the model. The group would be encouraged to decide whether or not each member's weekly performance was an improvement on his previous record. Having discussed past performance, each member could then specify what he would like to accomplish during the forthcoming week. Group evaluation could occur once more - i.e., do they think his expectations are feasible? Too conservative?

Group members should make some written note of their expectations (e.g., a study schedule) -- to serve as a reminder during the ensuing week. During that week, they should record (e.g., a study log - record of activities) what they have done in terms of the model behaviors. This would provide a visible record for the next group session and could help them be more observant of their study behavior as well as have better recall of their activities during that previous week.

The final session could take the form a "period of accounting" with each member evaluating his progress -- or lack of it -- over the series of meetings. Ways of maintaining improved study behavior could be discussed.

BOOK MARK



HOW TO BE
STUDY-WISE

1. Budget your time and stick to it.
2. Take an occasional "Coffee Break." Work 50 minutes, relax 10.
3. Learn to read faster. It's done by practice.
4. Review as you read, checking back every few pages.
5. Keep classroom notes short and to the point. Fill them out later.
6. Do the hard homework first. Efficiency drops sharply towards bedtime.
7. Turn off that radio or phonograph while studying.
8. Make sure your study area is well lit.
9. Keep a dictionary handy. And use it.
10. Keep alert. Ask yourself questions as you read.
11. If you have a favorite TV program, watch it. Then back to the books.
12. Keep notes orderly, in one notebook divided by subject.
13. Don't lag behind in your homework, particularly foreign languages.
14. Watch for summing up paragraphs in textbooks and learn thoroughly.
15. Review, review, review.

EFFECTIVE STUDY MODEL

A. General Study Behavior

1. Proper Setting

a) Place - conducive to concentration; free from auditory and visual distractions; optinal comfort (i.e., proper lighting, ventilation and temperature but not so relaxing that drowsiness results).

b) Time - schedule yourself so that class time + study time totals not more than 8 hours a day. Not less than 40 hours nor more than 50 hours each week. Work efficiently -- try for 40 - 60 minutes of concentrated study at a time, then take a short break. Try to predict the amount of time you should be taking for certain tasks -- this probably will vary for your different subjects; try to do your work in the predicted time. Study early in the day rather than late at night.

2. Proper Strategy

a) Use a study schedule -

b) Assignment procedures -

(i) Record assignments in a book. Have a clear conception of what is required and when it must be completed. If you are not sure, ask questions of your instructor.

(ii) Gather necessary materials. Use all available resources. Ask librarians and instructors for assistance in locating the most appropriate materials.

(iii) Record information on 3 x 5 note cards which can be arranged advantageously.

(iv) For essay writing, make a rough outline first. Use large blocks of time when you begin to write. Write quickly for your rough draft. Put it aside for 24 hours; then rewrite it. Have someone else read your essay and discuss their comments. Leave for another 48 hours, then prepare final draft for typing.

(v) Do your most difficult assignments during your best concentration periods. Save your re-writing tasks for periods when your concentration is not as good. Try simpler assignments first; build up your confidence.

(vi) Hand in your assignments on time, every time.

c) Study Procedures -

(i) Schedule definite times and outline specific goals for your study time. At least one hour for every subject each week should be scheduled for a review of notes and text content.

(ii) Survey: Survey a book before you begin reading it. Survey each chapter before you begin reading it. Briefly look at all the material that you will be reading during an allotted period of study time.

(iii) Question. Ask questions about what should be learned during that study time.

(iv) Read. Read the material. Note important times. Look for answers to questions you posed. Perhaps scanning is sufficient in certain areas. Other times you may need to read more analytically.

(v) Recite. Go over the content which you want to remember. Prepare notes on it in order to help your memory.

(vi) Review. Ask further questions and then resurvey the material.

B. Specialized Study Behavior

1. Interactive participation in class

a) Asking the instructor questions when you need clarification of points he has mentioned.

b) Volunteering answers to questions posed by instructor in the class.

c) Participating in class discussions.

2. Interactive participation out of class

a) Asking the instructor (e.g., in his office, etc.) for clarification of lecture information or assignments, or for comments on questions which have arisen from your studies.

b) Engaging in formal or informal discussions with classmates on topics relevant to your courses. Clarifying points which had not been clear to you during lectures or labs. Review course content with other students.

c) Interacting with other resource persons in the school (e.g., librarians, tutorial leaders, course assistants) or in the community.

3. Writing examinations

a) Preparation. Start early. Follow "Study procedures" mentioned above.

b) Make notes of instructor's hints concerning exam content or format.

c) Discuss with classmates the areas of course content which they think are most relevant for the exam.

d) Review copies of old exams, if available.

e) Prepare sample test questions while you study. Administer these to yourself the day before the exam and correct your responses.

f) On the day of the exam, be on time; read the questions carefully; schedule your time for each question; meet your schedule; begin with the easier test items in order to build up your confidence.

g) If you find yourself tensing during the exam, close your eyes and try to relax for a moment. Do this by thinking of a relaxing thought. Then go back to work.

h) Before an exam, do not induce anxiety by talking to fellow students whose questions, or apparent mastery of the course, will upset you.

i) Write neatly.

4. Taking notes in class

a) Preview the lecture topic before you go to class (i.e., use the text).
b) Reread last few days' notes before class begins.

c) Listen first; write second.
d) Use the margins of your paper for headings; write lecture content in the body of the page.
e) Write neatly.

f) Make special notes of content which the instructor stresses.

STUDENTS' STUDY SCHEDULE

The advantages of a home study record are:

1 You will be better able to divide your study time fairly.
2 You can establish a goal and reach it!
3 You will be able to evaluate your efforts honestly.
4 You can readily schedule time for special assignments and exam preparations.

At the beginning of each week, you should plan your time, as in the example below. Each day, to the left of your written objective, record the time you actually spent.

TIME ITSELF IS NOT A MEASURE OF ACCOMPLISHMENT.

Example

Subject	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Total
English		30		30		SATURDAY JOB	30	90
Social	30		30		30		30	90
Math.	15	15	15	15	15		30	105
Science		30		30			30	90
French	30		30		30			90
Special Assign.	math 30	math 30	math 30	math 30	math test			120
Total	105	105	105	105	75	0	90	535

Subject	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Total
Total								

Subject	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Total
Total								

GUIDANCE DEPARTMENT - Student Study Method

A General Study Method*

The general study method is a method of study which will help a pupil to do many things. It will help him to learn the information he is responsible for in his courses. It will help to combat the tendency to forget what has been learned. It will help to organize material into a meaningful pattern of main points and subordinate details. It will help a pupil to take notes for a successful review. In short, it will help to get the most out of study in the shortest possible time. This program of study is based on years of educational research and has been successfully tested on thousands of students. It works.

This general method has five specific steps of effective study. These are:

1 Make a preliminary survey. Obtain an over-all picture of what you are going to study before you study any of it in detail.

2 Ask questions for learning's sake. Most things worth remembering are answers to questions. Answering questions is the purpose of our learning.

3 Read. Reading is the process of becoming more familiar with the details to support the outline you are working to complete.

4 Recite. Saying things helps make learning explicit, especially with rote learning. It is an old well-established way of learning. Well planned, neat and accurate notes are of unlimited value.

5 Review. This is an absolute must for understanding, for clarity, and for retention.

To be more specific, consider each of the five steps separately.

Do A Survey

The first of the five stages is "Do a survey". A pupil should secure the best possible over-all picture of what you are going to study before you study in any detail. Before details will fall into place, or before intelligent decisions may be made about these details, they must seem to be part of a whole, so that each has its place, and its relation to the whole topic of study.

When surveying a book:

1 Read the Preface. Here the author tells you why he wrote the book, and for whom he wrote it.

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* Morgan, C. T., and Deese, J., "How to Study", McGraw-Hill Book Co. Inc., Toronto, 1957.

2. Read the Table of Contents. Do this repeatedly as you go through the course. As you progress in the course, the more meaningful the Contents become.

3. Leaf through the Headings, and read the Summaries. An understanding of the organization of a course, or book is a must.

When surveying a chapter:

1. Note the headings. The author has gone to great pains to organize the work, and to give headings which tell you as much as possible. They contain the important topics, in logical order.

2. Note the order of the headings. They are the key to the structure of the chapter. You must learn to use these headings. They are used in the general survey of the book, and again as you go through each chapter. In addition one might skim through a few sentences making notes, charts and graphs and keeping an eye out for summaries. Following these clues will develop an over-all pattern into which the details of the content ill fall, the whole making a meaningful unit of learning.

Ask Questions

The second of the five stages is "Ask Questions". It emphasizes the importance of asking questions for the sake of learning. Questions give a purpose to our learning by making us think about what we are studying. They must be our own questions and help to make the answers ours too. Knowing that questions are aids to study, a pupil should develop the question technique in everything he studies. To clarify the technique consider yourself surveying a chapter, noting headings and topic sentences, and reading summaries. Some of the questions, that might occur would be: What is the author's purpose in writing this chapter? Why did the teachers suggest we study this material? Does the chapter have any relation to the previous one? Why is a particular section italicized? Are there any study aids at the end of the chapter? These are a few of the many that should be asked. The answers to these questions will come from within one's self, from further reading or from outside help. This type of study results in meaningfulness which is long remembered. Eventually this technique becomes so engrained that one unconsciously floods his mind with questions and answers, and at this stage of development finds himself to be an intelligent reader, a critical analyst and an efficient student.

Read

The next step is "Read". Many students mistakenly think that studying is mostly a matter of running their eyes over a text book. The book is, of course, to be read, but this is neither the first, nor even necessarily the most important part of studying. It enables one to mark the highlights so that they may be easily found, later, at review time, or pointed out to someone else during an examination.

Reading must be active, not passive - a text book is not a novel for entertainment. To avoid passive reading, read to answer the questions you have asked yourself, or those the instructor or author has asked. Challenge yourself to see if you understand what you have read. Write important points either in permanent notes, study lists, or as a temporary memorandum.

Every once in a while remind yourself of your task: to understand and remember what you read. If you do, you will no longer voice the familiar complaint, "I forget what I read as soon as I am through".

Note: Important terms and italicized words and phrases are the author's attempt to emphasize important priciples and concepts. Repeat these to yourself; ask questions about them, learn what they mean in the context of the paragraph. Since "a picture is worth a thousand words" take special note of graphs and illustrations.

Reading is such an integral part of school work and life itself, that one should at all times attempt to improve this ability. Good methods are available for such improvement and your English teacher would be only too willing to assist you in this matter.

Recite

Recitation is an old, well-established way of studying and learning. Something isn't known until it can be expressed verbally to someone else. "Talking to oneself" is a particularly valuable technique that ensures an understanding, provides an examination, and develops confidence.

To make certain that you understand and remember, you should stop periodically and try to recall, to yourself, what you have read; either mentally, orally, or in writing. In reviewing chapters, notes or any material to be mastered, make recitation a substantial part of your study procedure.

In addition to being an aid to understanding, recitation increases retention. You can be sure that the time spent in recitation actually saves time. The amount you remember by recitation is so great that you don't have to spend nearly so much time later in re-reading the material and reviewing it for examination.

When should you recite? If you leave it to the end of the chapter probably too much material has been covered. At the end of each paragraph makes for too many isolated concepts. Therefore, the best time is probably at the end of each important topic, as indicated by a heading.

Besides improving your memory and saving time, recitation helps to keep your attention on the task (you won't be day-dreaming), corrects errors (if a mistake has been made) and is an aid to concentration.

Review

The purpose of a review is to check to see if the material covered has been committed to memory and can be reproduced for others. One should begin with a survey of what has been done (not what one is going to do). This can be done in combination with other steps in the method. When one skims the headings now, he can recite the points that have previously been read and see that they have become entrenched in his mind. This recitation should be done with the book closed. Reading alone does not ensure retention. Often, along with the recitation, one should write out the answers. The use of pen and paper makes the studying more active.

When should a review come? It is of fundamental importance that the first review come immediately after something has been studied, i.e. as soon after class period as possible. For example, after you have read a chapter, reciting between each of the sections, you should immediately go back and review it. This means trying to recite the important points of the whole chapter and re-reading as necessary to check efficiency. It also means reading over and then reciting the notes that have been made on it. This first review may be fairly brief, for there has been little time for forgetting; and as we have implied it should be mainly one of recitation.

Periodic reviews must come between this first review and the final review for an examination. These intervening reviews should emphasize re-reading more than recitation. The final review, just before an examination should be more intensive - emphasizing recitation. All the examination material should be covered in a manner that is not only last minute cramming.

Cramming never gives you, at the time of examination, the mastery you could have with a few well-spaced reviews.

Experience has shown that a student wishing to do well, may find some of the following tips about the nature and emphasis of his review valuable:

1. Be alert in class, noting any pre-examination aid offered by the teacher.

2. Analyse a teacher's method of asking questions, so that an idea may be had of the type of question to be asked.

3. Take note of "type questions", which are questions that appear again and again on an examination. One should be able to compose and solve these.

For more specific assistance in regard to study habits, study schedules or test writing techniques, see your counsellor or subject teacher.

GUIDANCE DEPARTMENT - Effective Examination Writing

A PREPARATION

1 Nerves

- a. Nervous tension can stimulate the brain to maximum performance.
- b. Nervous prostration can detract from performance and is caused by:
    - i lack of knowledge
    - ii lack of sleep
    - iii personal problems
    - iv inappropriate activities prior to exam

B CHECKING EXAMINATION PAPER

1 Check for:

- a. Correct subject and subject number
- b. Correct number of pages
- c. Blanks, blurrs and duplicates

2 Notice:

- a. Time
- b. Answer sheet - if any
- c. General instructions - read! read!

C SURVEY OF EXAMINATION CONTENTS

1 Time/marks - Allow time in proportion to mark value

2 Skim read the complete paper.

- a. Notice the types of questions
- b. Notice the topics
- c. Notice the number of marks per question

D ANSWERING QUESTIONS

1 General

- a. Answer easiest short answer questions first and most difficult essay questions last.
- b. Read instructions and then read the instructions again!
- c. Do the easiest parts of a question first.

2 Short Answer Questions

- a. Matching questions
    - i Answer easiest items first
    - ii Cross out used items
    - iii Use process of elimination

b. Fill in the blanks

i Watch for meaning by context
ii Notice grammatical construction
iii Do not abbreviate

c. Multiple Choice Questions

i Read each item carefully
ii Use process of elimination
iii Give the most correct answer

d. True and False Questions

i Remember, they are almost always marked right minus wrong
ii Intelligent guesses may be to your advantage
iii Read carefully for negatives and absolutes (i.e. use of always and never; everyone, no one). These statements are usually false.
iv If a part of a statement is obviously incorrect the answer should be false

e. Map Questions

i Pay particular attention to accuracy

3 Subjective Answer Questions

a. Sentence answers

i Read question carefully
ii Write a complete sentence including subject and verb, and end with a period
iii Plan your sentence to give the most information in the least possible number of words
iv Use the correct beginning for a definition
Study the following sample beginnings:

The Edict of Nantes is where	wrong
The Edict of Nantes was a document	right
Tyrian Purple is when	wrong
Tyrian Purple is a Dye	right

v Often it is wise to avoid, "An oscillator is a device which...". This makes it necessary to describe it adequately in one sentence. It would be better to give all necessary facts, in several sentences and conclude by saying, "Such a device is an oscillator."

b. Paragraph and Essay Answers

i Choose the topic carefully. Use the one about which you know the most
ii Make a plan and do rough work - if time allows. Do this in the space provided or on the back of preceding question sheet.

iii Always include a title
iv Follow rules of grammer
v Do not use more words than are absolutely necessary
vi Write legibly!

E REVIEW

1 Re-read all instructions, questions and answers.

2 There usually is no penalty for attempting to answer questions for which you do not know the answer.

3 Make certain you have identified your paper by giving the required information.

If you have questions regarding test writing techniques ask your counsellor or subject teacher.

STUDENT SELF RATING

STUDENT ____________________ GRADE __________ DATE ____________________

A. PERFORMANCE:

1. Lates:______ (No. in last 30 days)
2. Attendance: (a) excellent (b) good (c) fair (d) poor (e) affecting progress
3. Marks:

Course	Mark	Mark you feel you are capable of attaining

B. BEHAVIOR

	ALWAYS	USUALLY	OCCASIONALLY	SELDOM	NEVER
Attentive in class					
Respect rules & regulations					
Accept & respect authority					
Accepted by peer group					

C. EFFORT

Use class time effectively					
Complete assignments					
Contribute to learning situation					
Properly equipped for class					
Ask for help					

D. ATTITUDE (a) co-operative (b) try hard (c) working to capacity (d) immature (e) disinterested

E COMMENTS

STUDENT'S SIGNATURE: ____________________

STUDENT PERFORMANCE REPORT

TEACHER: ____________________ SUBJECT: ____________________ PERIOD: ________

RE: ____________________________ GRADE: _____ DATE: ________________________
(Student's Name)

Would you please note your comments or write the appropriate items on the above named student and return them to ______________________ at your earliest convenience.

A. LATES: (in last 30 days) ______

B. ATTENDANCE: (a) excellent (b) good (c) fair (d) poor (e) affecting progress

C. MARKS: (Please state per cent if possible)

(a) Latest report card mark ______%
(b) Average test marks since last report ______%
(c) Recent assignment marks (if applicable) ______%
(d) Capable of doing better (a) Yes (b) No

PLEASE CHECK APPROPRIATELY

D. BEHAVIOR:	ALWAYS	USUALLY	OCCASIONALLY	SELDOM	NEVER
Attentive in class					
Respects rules & regulations					
Accepts & respects authority					
Accepted by peer group					
E. EFFORT:					
Uses class time effectively					
Completes assignments					
Contributes to learning situation					
Properly equipped for class					
Asks for extra help					

F. ATTITUDE: (a) cooperative (b) tries hard (c) working to capacity
(d) immature (e) disinterested

G. COMMENTS:

TEACHER SIGNATURE: ______________________________

BUILDING GOOD STUDY HABITS

By J. H. STEWART, M.A.,

What are your study habits? Good methods of study show up in examination results, in enjoyment of school, and in the feeling of satisfaction everyone has when a job is well done.

Here is a trouble shooting chart. How do you rate? Circle your score.

	NEVER	SOMETIMES	OFTEN	ALWAYS
Forget text-books or assignments?	0	1	3	5
Find it hard to get started?	0	1	3	5
Too tired to study?	0	1	3	5
Trouble in understanding assignments?	0	1	3	5
Dislike reading books?	0	1	3	5
Read too slowly?	0	1	3	5
Too much time on some subjects?	0	1	3	5
Too many outside activities?	0	1	3	5
Radio or television interests conflict?	0	1	3	5
Daydreaming? Difficulty in concentrating?	0	1	3	5
Place to study unsuitable?	0	1	3	5
Interruptions by telephone, friends, family?	0	1	3	5
Worry over private or family troubles?	0	1	3	5

My score out of 65 is__________

WHAT TO DO!!

This is where you decide whether you are in earnest about replacing bad study habits with good ones. If you don't start to-day, probably you never will. Tomorrow your bad habits will be that much harder to overcome.

After examining the trouble-shooting chart carefully, decide what problems are your most serious handicaps. Write them here in sentence form.

1. ________________________________
2. ________________________________
3. ________________________________

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I. WATCH YOUR HEALTH HABITS

Your ability to study can be affected by bad health habits. Circle your score on these health rules:

DO YOU HAVE:	ALWAYS	OFTEN	NEVER
1. A good breakfast each morning? If not, you may have headaches; be irritable; have trouble remembering.	25	10	0
2. At least one hour of exercise daily? If not, your muscles may become flabby; your digestion suffers; you become ill.	25	10	0
3. Good posture, both sitting and standing? If not, your work may become sloppy too. Some muscular tension aids alertness of mind.	25	10	0
4. Eight to ten hours sleep each night? If not, you wake up tired, yawn in school, concentrate with difficulty.	25	10	0

My score out of 100 is__________

II. BALANCE YOUR HOMEWORK

Examine this little chart, or make one of your own. Put your easiest subject in the first space, your hardest in the second, the next hardest in the third, and so on.

	1	2	3	4	5	6	7
SAMPLE	French	Math.	Sc.	Geog.	Hist.	Eng.	
YOUR CHOICE							

What is the point? Just this. By starting with your easiest subject you will find it easier to get down to work. You take the hardest subject next while you are fresh and able to think clearly.

III. BE BUSINESSLIKE

The garage makes out an order sheet; the clerk gives you a bill; you demand a receipt. It is only good sense to keep accurate records.

Have you ever forgotten to take the right books home, or to do assignments given several days before? Of course you have, but you don't need to.

This is what you do. Rule off a page in your notebook with these headings, and make your own entries.

DATE	SUBJECT	ASSIGNMENT	DUE	DONE
Mon. Nov. 1	English	Read to page 76	Wed. Nov. 3	✓
Mon. Nov. 1	French	Ex. 3, p. 60, 10 quest.	Tues. Nov. 2	✓
Mon. Nov. 1	Geog.	Map, Brazil. Products	Fri. Nov. 12	
Mon. Nov. 1	Math.	P. 45, questions 4-11	Tues. Nov. 2	✓

You can see how it works. Each day when work is assigned, you record it at once. Before going home you check to see what books are required. At night you look up this record to see what work needs attention. You go at it promptly and check off when finished. Most people get more satisfaction out of their work when they are free from the gnawing suspicion that they may have forgotten some important detail.

X. CHANGE GEARS FOR READING POWER

Slow reading is like low gear in a car; use it only for up-hill work and when the going is hard. Certainly there is a time for slow careful reading and re-reading, in grasping a scientific or mathematical problem, in translation from one language to another, or in studying a debatable point in English or History.

But you may be doing all your reading in low gear, wasting time and energy. While you go one mile, your fast-reading friend has gone three miles – and you never catch up. Three quarters of your reading calls for fast coverage, especially in English, History, and ordinary reading for enjoyment.

How can you improve?

1. Does the print blur? Does reading make your head ache? Do you have difficulty in seeing print or the blackboard at the usual distance?

   IF SO – Have your eyes examined.

2. Do you whisper the words to yourself when reading? Do your lips move as you read silently, or by putting your fingers to your throat can you feel your vocal chords vibrating?

   IF SO – You are holding yourself back to the speed of talking, which is about one-third normal reading speed. Change into high gear; read silently.

3. Time yourself in reading a magazine article. Calculate the approximate number of words per minute you read. A high school student who normally reads fewer than 300 words per minute is handicapped by the slow reading habit – and 500 is not exceptionally fast. Do you need to read faster?

   IF SO – Give yourself a time test frequently. Keep a speed record. Force yourself to read by phrases rather than by single words. Go from one idea to the next. Read forward without looking back. Better to read a whole paragraph twice than to keep glancing back as you read.

4. Do you need some reading specially prepared to improve your reading or listening skills?

   IF SO – Ask your guidance counsellor or the librarian.

XI. GATHER THE TOOLS

The tools of your learning job are words – words like these: tropic, participle, photosynthesis, tangent, dramatic, paradox, stress, minor, and many others.

Without the right tools and enough of them, you might as well face it – for you, learning is an impossible task. Without the words needed to handle your work in the various subjects, you have no way of understanding assignments, no way of expressing yourself clearly in class or at examination time. Worse than that, you have nothing with which to present your thoughts except the language of play and day-by-day activities.

SO – you must get the tools and keep them sharp. You get them from listening to people with a more adequate vocabulary than your own, and especially from reading textbooks, magazines, newspapers, books, anything that is printed. People who won't read can not acquire a good school education.

Try these plans for enlarging your word-power:

(a) Read at least two books a month that are interesting to you, that are distinctly different from the last ones you read.

(b) Get a good dictionary, one that gives the pronunciation, the origin of the word, and its various meanings and uses.

(c) Spot five new words a day in your reading and make them your own. A word is 'new' if you can't explain its meaning to somebody else. Start a collection following the examples given here. Do five here for practice; then buy and rule a notebook as indicated and continue with this word collection.

WORD	MEANING	USE IN A PHRASE
motive	That within oneself which causes action.	He acts from the best of motives.
intangible	Can not be touched or perceived.	Goodwill is an intangible asset in business.

Three new words a day add up to over 1000 a year.

XII. THINK WHILE YOU READ

Thinking is harder than reading. Poor readers can often read a whole chapter, recognize every word, and still recall very little about the ideas contained in it.

There is a remedy. Try this procedure on a reading assignment you have been given:

1. Skim the whole two pages, noting only the main ideas or topic sentences. How many are there? Underline them or jot them down very briefly in your notebook. Ask yourself the author's purpose in writing each paragraph.
2. Read carefully to find out what details belong to each main thought. Underline the most important word or single phrase belonging to each detail.
3. Read the whole passage again rapidly.
4. Now make whatever preparations are required for the next History class. If it is a note, write it in your own words. Copying passages straight from the text does not mean that you have really understood it.
5. With the book closed try to remember what topics the author dealt with and the main ideas belonging to each.

GENERAL GOALS

Underachievers

1. Improve study habits and skills.
2. Get better grades.
3. Improve coping behavior, both in and out of school.
4. Increase students' awareness of his environment and situation.
5. Improve teachers' attitude toward students.
6. Increase self-understanding - improve self-concept.
7. Increase understanding of others.
8. Increase understanding of the institution.
9. Include individualized goals in the program. (Determine what participant wants and needs.)

DR. COOMBS

(Dr. Arthur W. Coombs, Florida, A talk presented in 1970)

A New Light on Helping Professions

About ten years ago I became very much struck with the similarities that exist in all of the helping professions, like Counselling, Teaching, Social Work, Supervision and so on. I am very much interested in the question of what makes a good worker in these fields. What is it that makes the person an effective helper in his helping profession?

And as we began to investigate this, the first thing that we found out was that it has nothing to do with the knowledge which the helper has. I guess you all know that you have all had teachers who knew their subjects but could not teach worth sour apples. So you can't be sure that a person will be an effective helper on the basis of his knowledge. When we began this research, one of the things we did was to do a research on good and poor teachers and we found out that the correlation, both the good and the poor ones, know what they ought to do but obviously they don't do it. Everybody knows how they ought to behave as a helper. Then a good friend of mine did a very interesting study in which he checked the beliefs about the helping profession that were held by expert therapists and beginning therapists from different schools of thought. What we found was that good helpers, good therapists, no matter what school of thought they began with, were more in agreement about what the helping relationship ought to be like than were the beginners and experts in the same field. He also found another very interesting thing. He found out that the man in the street can describe a good helping relationship about as well as the expert. It seems to indicate to me that in this business of the helping relationship there is a kind of helping relationship that all of us somehow know as a consequence of our experience, and which presumably the good helpers learn to put into operation better than the rest of us. And I would seem to understand that what makes a helping relationship is really a kind of crystalization and concentration of the best we know about human interaction and concentrating this and crystalizing it for a particular person you are trying to help.

When we had discovered that it is not a question of knowledge, then we thought maybe what makes the difference is the kinds of methods that these people use and so we began an investigation of the question method and, lo and behold, we found that you can't tell the difference between the good ones and the poor ones on the basis of the methods which they use.

This is true in all of the professions we have now researched, and I might tell you of the ones we researched so far, we've explored good and poor counsellors, good and poor teachers, good and poor college teachers, good and poor nurses and most recently we have completed a research on good and poor episcopal priests. You would be interested to know that what we found is that the good ones in all of these professions are very, very similar. The poor ones are very, very similar also. What we did find in all of these professions is that it is not a question of methods; that there is literally no such thing as a good method or a right method of teaching, or counselling, or episcopal preaching. People apparently are helped by the darndest things and it is not a question of the particular methods which they use.

A poet by the name of Ellena, some years ago, wrote a report from the studies done by the National Education Association, which put a commission to work to review all the research that had ever been done on good teaching. And there were hundreds and hundreds of these studies and when they got all through reviewing the research of all these studies, they came to the conclusion that there is little or no method of teaching which can be clearly shown to be characteristic of either good teaching or poor teaching. So there we were. Obviously, there are good practitioners and there are poor ones. So we began to think we had to look in another place. So we began to examine the question of what is this helping relationship anyway, and we came to understand that it is a question of human interaction, and that that human interaction is characterized by instantaneous response. That is to say, in all of these professions the characteristic thing which the helper has to do is to respond instantaneously. When a child says something, the teacher has to say something back. When the class says something, the counsellor has to reply. And that reply has to be instantaneous. Now how can you be sure that instantaneous responses will be good ones? So the people that you are working with is the problem that we are up against in the helping profession.

Here, as we began to explore this idea, we began to think about it in terms of a comparison with a giant computer. You heard the giant computer which takes in all this data from outside, bushels and bushels of data, which is received into the computer and it combines that data with that which comes in from outside with the data which it has in its memory banks, and it gives you the best answer possible for all the data, which it has. It does it almost instantaneously. Now this is very much like a counsellor, who has to take in all this data, combine it with what he knows and give you an instantaneous response. Now in the case of the computer, what determines the answer that comes out of the computer, of course, is the program, which we put in it in the first place. And so we began to look for what are the formulas in the person that determines his responses to these different circumstances. And what we came up with was that it is a question of human belief. That it is the beliefs we have that determine what we will do with the data which comes to us. And so we came to understand the job of the helping profession in terms of what we call the self-acting human concept which is to say that what makes the person an accepted teacher or counsellor or episcopal priest has to do with how he has learned to use his particular self in the interactions which he has. It's a question of learning to use himself and the question of what he does is not so important as the message which is conveyed by what he does. And we seem to understand especially that it has to do with the question of what a person believes is important. Let me give you an illustration of this to show you what I mean by how what you believe is important changes your behavior.

In a school in the outskirts of Atlanta there was a young woman teaching the first grade who was a very beautiful girl with a beautiful head of blonde hair, which she was accustomed to wearing in a pony tail that hung down to the middle of her back.

The first few days of the school year she wore her hair this way. Then on Thursday, she decided she wanted to do it differently, so she did it all up in a bun on the top of her head. One of the little boys in her class looked into her room and he didn't recognize his teacher, you know that sometimes happens when a woman changes her hairdo, because she doesn't look like the same person. So here he was, lost and the bell rang and school started and he didn't know where to go. Along came the supervisor and found this little boy in the hall crying and she said to him "What is the trouble?" and he said "I can't find my teacher". So she said "What is your teacher's name?" and he didn't know, so she said "What room are you in" and he didn't know that either. He had looked in there and it was the wrong place. So she said "What grade are you in?" and by this time he was crying so he couldn't tell her that either. So she said "Well, come on. Let's see if we can find her" and they started down the hall opening one door after another without much luck. Finally they came to the room where this young woman was teaching and she opened the door and she saw the supervisor and the little boy and she said "Why Joey, it is so good to see you. We have been wondering where you were. Come on in. We have missed you so." And the little boy pulled out of the supervisor's hand and threw himself into the teacher's arms. She gave him a hug and all,patted him on the fanny and he ran down to his seat. Now the supervisor was telling me this story and said to me "You know, I said a prayer for this teacher. She knew what was important. She thought little boys were important."

As the supervisor was telling me the story, I was riding along in a car. We got to playing a game, you know. We said, "Well suppose she hadn't thought little boys were important. Suppose, for instance, she thought supervisors were important. Well in that case she would have said, 'Why, good morning Miss Cheeves, we have been hoping you would come and see us, haven't we boys and girls?' Or she might have thought that the discipline was important. And in that case she would have said 'Billy, you know very well when you are late you must go to the office and get a permit, now run right down' or she might have thought the lesson was important.

In that case she would have said, 'Billy, for Heaven's sake where have you been, get your books and get to work.' But she didn't, she thought little boys were important, and she behaved in terms of what she believed was important." So it is with all of us. We are discovering that this is what makes the difference between the good counsellor and the poor one, or the good teacher and the poor one, or the good nurse and the poor one, or the good episcopal priest and the poor one. What do you believe is important? So having come to that conclusion we began to look at the question of what kinds of beliefs do the good ones have that distinguish them from the poor ones. And the minute we did that, we began to find clear differences between the good ones and the poor ones which we couldn't find on the basis of knowledge and we couldn't find on the basis of methods. In the researches which we did on counsellors, we tested twelve hypotheses, in five different areas. I would like to tell you about those five this morning. Those of you who are teachers here, the things I have to say will be just as true for you as they will be for counsellors. In the first place, we found clear differences between the good ones and the poor ones on the basis of the train of reference with which the person proves appropriate at the time. That is to say, there are two ways we can look at another person. You can be concerned about the outside things, how things look from your point of view, or you can be concerned about how things look from his point of view. What we found out about our good counsellors is that the good counsellors are always concerned about how things look from the point of view of the people they are working with. You may call this sensitivity if you wish, or empathy, but it is the most significant factor that distinguishes between the good ones and the poor ones. And so we found in our research that the good counsellors always are concerned about the internal way of looking at people and the poor ones are concerned about the external way. Let me give you an illustration of what I mean. Not long ago I was working at a school sitting there with the supervisor and a teacher and the teacher was talking about a little boy. She was saying to the supervisor, "I don't know what to do with him". She said, "I know he can do it and I tell him, Davy it is easy son, you can do it," but he won't even try. The supervisor said to her, "Honey, don't ever tell a child something is easy". I looked at her, noted that I have done that (It's easy you know). I said to the supervisor "What do you mean?" She said, "Well look at it from the child's point of view. If you tell him it is easy and he can't do it, the only conclusion he can come to is he must be stupid. You can tell him it is easy and he can do it, look what you have done, you have taken all the glory out of it." There is no glory in doing something that is easy. She said to the teacher, "Honey, tell him it is hard; tell him it's hard but you are pretty sure he can do it." Then if he cannot do it, he has not lost faith and if he can do it what a glory it is for him. Now this is what I am talking about in being sensitive to how things look from the point of view of the people with whom you are working. Because we now know that this failure to be able to understand how things look in the minds of the other person is the most important single thing which produces failure in communication. This is true when we are talking about an individual, or talking about a nation. My friends, I think we must give up the fiction that we can argue any view. So what it means is that conviction is simple prejudice in you; we do this all the time. The counsellor does this when having told the client what to do and the client is unable to do it. He then says, "I told him what to do" and then washes his hands of the responsibility. Oh, we do it with the delinquent, you know, who for 15 years has been learning nobody likes me, nobody wants me, nobody cares about me and after 15 years of this he comes to the conclusion, "Well I don't like nobody either". So you come along and you say to him some Tuesday afternoon, "Eddy, I like you", so he calls you a filthy name. Now why does he do that? He does that because in his world he knows that you cannot believe people who talk like that. All of his experiences told him it is not true. So he feels that nobody likes me and nobody wants me, and you come along and say "I like you". From his point of view it looks like either you must by lying, in which case you deserve to be punished, or else you are making fun of him and in that case you deserve to be punished even more, so he calls you a filthy name. So what we do is haul him off and clout him across the mouth and that just shows what he always thought in the first place, you did not really mean it.

We are beginning to understand that the breakdown in human communciation is largely dependent on this capacity to see how things look in the eyes of the other person. In our research we found it in another way. We found the good helpers are always concerned about people and the poor ones were concerned about things - rules, regulations, test results, scores, things that largely don't really matter when dealing with people. Let me give you an illustration that happened in this connection some years ago. I went to a new school and I was taken on a tour by the superintendent and we went around through this beautiful new building with all the marvelous things they had, the cafeteria, equipment room and the auditorium and even barber shops, and when we got all through with this we got back to his office and I said, "Paul its a beautiful building but you know you didn't show me any classrooms." He said, "So, I didn't", and he called in his secretary and he said, "Take Mr. Coombs down to Mr. Brown's room and sit there for a while". I did and I came back to his office. Now from what I have told you about these people, you know what he really thinks that is important don't you?

Now let me tell you what happened while I was in his office. While I was sitting there a bus driver came in holding a little boy by the hand and a broken arm from one of the bus seats in the other hand. It seems somebody pushed against the arm and it broke and here he is.

Now knowing what this man considers to be important, how would you predict he would behave? Well you're right. He got very angry. He behaved as though the little boy had broken his arm and, in a sense, the little boy had psychologically. We have this problem everywhere in psychological services. It is the failure to be concerned enough about people and how things look from the point of view of the people we are working with that causes us to write the stupid kinds of psychological reports we sometimes write the teacher. The teacher has a kid who has a problem so she sends him to the psychologist. The psychologist makes a wonderful diagnosis workup. Then he writes a report to the teacher which says in essence, "I have studied this child for two and a half hours and I have found he has a problem". The only thing he does is say it in a language that you can't understand because he is not sufficiently concerned with how things look to the people with whom he is interacting. Let us take the second major area in which we found the distinct difference between the good ones and the poor ones, and this has to do with what the helper believes the people are like. Now it makes a lot of difference to what you believe that people are like. In the course of history, when we believed that sickness was a matter of bad blood, what we did was to bleed people who got sick and sometimes we bled them to death. When we believed that insanity was a problem of being possessed of the devil, our techniques of dealing with this were almost literally decided to kick the devil out of him. In every period of human history it has been proved that how men behave toward men is dependent upon what they believe they are like. And in our finding, this is what we found also that makess a lot of difference what we believe people are like and so we investigated four different hypotheses with counsellors. We looked at whether counsellors believe that people are able or unable and whether they believe that people are dependable or undependable; whether counsellors believe that people are friendly or unfriendly and whether they believe that people are worthy of dignity and integrity or not, and in every instance we found clear differences between the good ones and the poor ones. You see it makes a lot of difference whether you believe that people are able or unable; if you don't believe that they are able you don't dare let them. It would be unethical if you let somebody do something if you didn't believe he could. It makes a lot of difference whether you believe a child is able or unable, because unless you believe he is able you can't permit him and you can't trust him, you can't let him, you have to help him or make him. I finally found out that one of the things I have to do as a counsellor is to convey to my client my belief in his capacity to handle himself in his own problem. I think of how many times in the course of my experience clients have said to me, "Dr. Coombs, do you think I can?" and I answered nearly all the time, "Well I know you can but I am not sure whether you will." Now what I am trying to convey here is my belief that people can indeed solve their own problems. It is a belief that is essential for the good helper because if you don't believe that people are able you can't teach them as though they were. Let me give you an illustration to show why you can't tell the difference between the good ones and the poor ones on the basis of the methods that they use. There are two teachers and they both believe that children are able. One of them, because she believes that they are able, makes them work really hard because she knows they can, and the message that gets through to the kids is, she thinks I can. Now here is another teacher, and she also believes that kids are able and she says to them, "This is an interesting idea Jim, why don't you go work on it for the rest of the afternoon. Go to the library. Now here are two vastly different methods and they both occur with teachers who believe that children are able and the message which is conveyed in both cases is she thinks I can, and it is the message that is conveyed by the method which is used and not the method which we use which is the important thing. The message that is conveyed comes from the belief of the counsellor or the teacher. It is not a part of what he does specifically. For all of us, our beliefs show in spite of it, like the old Indian saying, "Why do you speak so loudly, I can't hear what you say," and other people know this about us and they say he would and what they mean by this is that they know what our belief system is and they predict our behaviour as a consequence. In our research we found that the good counsellors believe that people are friendly and the poor ones are quite sure that many of them are quite unworthy, the good ones believe that human dignity and integrity must be held inviolate and the poor ones believe that it is alright to violate people's dignity and integrity and it is O.K. As a consequence because they believe that, it makes a lot of difference which of these ways they believe. How you behave? For instance, if we believe that a person's dignity and integrity is not inviolate, then you can pull and you can embarrass him, you can punish him, and you can push him. These kinds of things you can do if you believe that it is alright to violate a person's dignity and integrity. If, on the other hand, you believe that a person's dignity and integrity must be held inviolate, then you have to steer to different ways of operating, I recall Rogers once said with respect to the question of suicide for example. Then I said, unless you really accept a person's right to commit suicide, unless you are willing to go the whole way and respect his right to make that decision, you are not willing to let him make any decisions at all." I thought that was a very interesting statement. We found also that these people, let the good ones be the people they are working with as basically dependable and the poor ones were sure that they are not. Now this is a very important idea, not that the idea of democracy is that when people are free they can find their own best way. That means people are dependable. The only trouble is that not many people believe it. They say why sure I believe in democracy, I believe that when people are free they can find their own best way. Not in this instance. We don't really believe it because we only go part way. They have very real feelings that people are dependable and they believe intensively. I don't know how many of you have read this book, "Summer Hill", but I took a glance at it a few years ago. Fascinating book, written by a man who ran a school in England for forty years, and the basic idea in this school was that the children could make any decisions about themselves, and that these decisions would be respected. This involved other people and other people had to be involved, for he carried this the whole way, and he even let them decide whether to come to class or not. There were some children in his school who didn't go to class for five years. He let them make their own decisions about their own sexual behaviour in school. Now I don't advocate the school that he was running, I think it had some basic problems, but reading this book, I had a very fascinating fear that here is a man who dared to go all the way with his beliefs. All the things you and I are afraid might happen didn't happen. All the children in his school managed to graduate and pass the National Examination; despite the fact that some of them didn't go to school or class for five years. In forty years there was never a pregnancy in this school despite complete sexual freedom. As I say I don't advocate in this new school entirely, but what I am impressed by is that here was a man who dared and the things you and I are afraid might happen never happened.

One of the problems we have in American Education today, has to do with the problem of responsibility. We have created a world in which young people aren't allowed to have any responsibility, and it is a terrible thing, because responsibility can only be learned by being given responsibility. It can never be learned by having it withheld. For instance, look what we do, here is a teacher who says to the kids, "I've got to go down to the office for a few minutes, I want you to be good kids until I get back." So he goes down to the office, he comes back, the room is in bedlam. He says, "I'll never leave you along again." and by doing this, he has robbed these children of their only opportunity to learn how to behave when the teacher isn't there. You can't learn how to behave when the teacher isn't there if the teacher never leaves. Or look what we do in High School. The Student Government lets fact it, it is not, you can govern yourself and they say great. So they walk off, and they make a law. We say nothing. So they go back and they try again, and they make another law. We say, uh, uh, not that easy. So they get the message. The message is, its only a game, and then that makes us really mad so then we say, look at that; they don't even treat their own Student Government as though serious. We talk of this, I think of a school where I have been recently, I arrived there just after the election of Student Body President. The youngster who was elected President had run on a platform of no school on Friday, free lunches, no detention halls and so on, and when I arrived there, the teachers were having a fit. They said, "tranisty on democracy, don't you think that we ought to cancel the election and start all over again?" I said, "Heck no". I said it much stronger than that. How else can these kids discover the terrible price you have to pay for electing a jackass to office. Now in order to help people to have responsibility, you have to be willing to give it to them. But you cannot give people responsibility unless you really believe that they are dependable. So we had to look to ourselves to see our beliefs.

Now the third thing we found. The third major area we found in our research of these counsellors was that what makes the difference between the good ones and the poor ones is in very large part, the question of what the counsellor believes about himself. One of the things we know about self-actualizing personalities is that self-actualizing people see themselves in the simply positive way. I'd like to talk some more about that tomorrow morning. I won't go into it very deeply now. What we investigated with these counsellors was these questions. We asked whether they felt identified with people or apart from people, or if they feel that their self is identified with people or apart from people. Did they see themselves as enough or not enough, and I've been doing some reviews of who they are or do they hide who they are? What we found was that the good helpers are the people who feel that they are enough. It seems important to feel that you are enough, because if you feel that you are enough, if you feel good about yourself, then what this does is to give you confidence, and because you have confidence you behave with assurance and if you behave with assurance other people respond to you much more effectively than if you have great doubts about yourself. I remember a time I was talking with a friend I had been working with several years ago, who once stopped in the middle of counselling and she said, "Dr. Coombs, I don't think you would be afraid of the devil homself." I said to her, "No, that is not true, I would be afraid too. But I try not to be afraid of ghosts." Now the difference between the person who has some confidence in himself and the person who does not, is the person who has no confidence in himself is afraid of ghosts, he's afraid of things that aren't there. So it makes a lot of difference how you feel about yourself, because if you aren't able to feel good about yourself, you cannot accept other people either. One of the things we know about the research on counsellors is, that acceptance of self and acceptance of others are very closely related and people who can't accept themselves cannot accept other people either. So one of the things we have to have in a good counsellor is a person who has the capacity to see himself in a positive way, and to be willing to accept himself. It is very interesting, the Clinical Psychologist. The research shows that when Psychologists are diagnosing cases, they tend to see in cases their own problems. If the Clinical Psychologist comes from a rejecting home, then what he does is, he sees many more of his clients coming from a rejecting home than other Clinical Psychologists who do not come from that kind of background. Now the fascinating thing is that even when you tell these Clinical Psychologists that that is what you are going to be looking for in his diagnosis, they still do it. In other words, how we feel about ourselves has an effect upon the individual. This is what Carl Rogers calls having a trust in the organism. You have to be able to trust your organism. You have to be able to trust your hunches and the only way you can do this is, if you can build up over a period of time, a feeling about yourself of a positive nature.

We find also in the research that one of the characteristics of counsellors is this feeling of unconditional positive regard which is another way of saying that it is a matter of how you feel about yourself. You have to feel positively about yourself in order to feel very positive about other people. I found also, that it has to do with whether you are one with people or apart from people. The good helpers feel that they are one in the human condition, they feel that they are one with the people they are working with. They suffer with them; the poor ones do not. The poor ones feel that they are apart from other people and are dealing with them at arms length. It is very interesting to make a study of the language of these people. The language they use shows how close you are to the people you are working with. For instance, in a group setting you listen to a group talking and if they begin their talk at fingertip length, you know they talk out here on the end of their fingers.

This is what we call descriptive talk. Now as they begin to feel a little better toward each other, they feel confident in each other, then they begin to say, "Well, you know I saw, but then I saw this other thing and it doesn't make sense." See that's a little closer. And then when they get to feeling a little warmer toward each other, then they start to say things like, "I've often wondered about; I'm not sure, it seems to me." And when they feel a little bit better, then they start saying things like, "You know I don't much care for that; that kind of thing bother me; I kind of like the way they did that. I enjoyed that." And when they get really close to each other then they talk in what we call Gut Talk. "I hate; He makes me so mad; You know, I kind of like that; I really love that I guess". Listen to yourself talk and you will see that the degree to which you are willing to show yourself. One of the things that we find that makes a difference is that the good helpers are willing to reveal themselves and the poor helpers want to conceal themselves. I'd like to talk about that some more a little later on.

Well, the fourth area we are trying to distinguish in these people has to do with their purposes, because you see everybody always has a purpose in everything he does. Freud told us that a long time ago, he said nobody does anything unless they would rather. Now do not kid yourself, I know that maybe you'd rather have gone somewhere else. Think about that, except you would rather come here on account of what might happen to you if you didn't. So it's a question that you came because you'd rather. All of us behave in terms of our purposes. And it makes a lot of difference what the purposes are and it makes a lot of difference what the counsellor's purposes are, what you believe about society's purpose. If you believe that society's purpose is one thing then you behave in those terms; if you believe the purpose is something else, then you behave in other ways, the institution's purpose. For example, it makes a lot of difference what you believe is the purpose of the public school. If you believe the public school is to train leaders of the future, you behave one way, if you believe the purpose of public schools is to educate everybody, you will behave in quite a different way. It makes a lot of difference what you believe what the purpose of the institution is. It makes a lot of difference, too, about what you believe is the purpose of your profession. For example, one of the things we know is that people who believe that the purpose of counselling is to help people to solve problems, are nearly always not very good counsellors, because that is not the purpose of counselling. The purpose of counselling is to help people grow, and you can help people grow without solving their problems. Sometimes what helps people grow is to look at their problems in a different way. So what we found in our research then was that the good helpers' purposes are generally freeing rather than controlling. They are generally altruistic rather than non-statistic. They are generally larger purposes rather than smaller purposes.

Let's take a look at a few of those, let's take the freeing and controlling. There are two views of purpose in the world today for the purpose for operating with people. One of these approaches we might call the intellectual approach, and in the intellectual approach what we do is we use the scientific method. That is to say we examine the problem, we analize it carefully, diagnose if it you will, we decide what needs to be done and then we try to do it. That is the method which has worked fine in the physical sciences. The only trouble is that it doesn't work very well with people. There's another way of working with people; another kind of purpose in which the purpose is not to solve problems, the purpose is to decide what is to be done and then do it. It is a different approach, which involved getting in the act with the person. That calls for a different kind of purpose. Your purpose is not to solve this problem. Your purpose is to get in the act with him and share it with him. This can make a lot of difference, let me give you a few illustrations of this. Last summer I was out in Hawaii and they have the problem in Hawaii that a lot of kids out there talked pigeon. They talk pigeon at home, they talked pigeon to their friends, they talked pigeon at the store; the only place they do not talk pigeon is in school. They were trying to teach these kids good English, and they were working hard at it but did not get to the first base. As a matter of fact the kids called English, Teacher Talk. The only people who talk like that are teachers. So they tried and tried to teach these kids English, but it didn't work until somebody got the bright idea, let us teach pigeon. So they began to teach them good pigeon and when they taught them good pigeon, they learned good English too. In other words, when they were willing to go along with the problem as it was seen by the students, they began to make some progress. This is a characteristic at the present time, too, in our approach to the questions of cultural disadvantage.

So we sit in our nice air-conditioned office, and we decide what the people in the Ghetto need; then we go out and we try to give them what they need and it turns out that they did not want that at all. What we are discovering is that what we have to do is to get in the act with them and help them to find their own solutions, and then it begins to make some sense. It makes a lot of difference whether you approach problems from the point with the purpose of freeing people, of controlling them in this respect. Your language betrays you, and you say, "Well I believe in freeing people", and I say "Do you?" If you do, you will not hear yourself saying, "How can I make them. If I could just get them to." Very interesting thinking; I've known Carl Rogers now for about thirty-five years, and I have never heard this man say "make". I never heard him use the word, it's not a part of the vocabulary. See, what you believe shows in the language you use. You are slipping if you find yourself saying, "How can I make them; If I could just get them to", because people who are really trying to help, some talk that way, they say, "How can I help it; How can I assist him; How can I aid; How can I arrange matters thoroughly." The good ones have larger goals and the poor ones have smaller goals. A beautiful example of that I think, for instance, of a teacher I know who at the end of the day the kids got to talking about love and they were not supposed to talk about love. Love isn't a part of the curriculum. These kids wanted to talk about love, however, so their teacher let them when they should have been talking about arithmetic, and when they got through she felt guilty, so she said, "Now I want you all to write a letter about our discussion today. So next day, one little boy handed in this perfectly charming letter that read:

Dear Miss Jones:

It sure surprised me when we talked about love in our class yesterday. I learned a lot of things. I learned a lot about how people feel about each other. I never knew before that you could talk about things in school that you didn'nt get grades for.

This is what I mean by larger and smaller goals. They tell me that when John Kennedy was shot in Dallas, thousands of teachers around the United States were saying, "Now we aren't going to talk about it, it is time for History." I have known counsellors too, who were so intent on being nondirective that they completely missed their clients entirely.

One of the interesting things that we found in the history of counselling, is that in the early days of counselling, what we used to call nondirective counselling, cases were much shorter. I remember working with a rejecting mother and reporting on this case in the seminar with Carl Rogers and I got to the eighteenth interview and he said to me, "Art, you must be doing something wrong, that case is going on much too long, you know, our average around here is six minutes". Well, that was back thirty years ago. Nowadays we know that counselling keeps getting longer and longer and longer, and the reason why is because they are not solving people's problems any more and because they have larger goals for counselling than the small kind of goals which we used to have.

Well, the last thing I want to say has to do with the question of methods. What we found was that these good ones can be distinguished from the poor ones on the basis of the methods which they use in this respect. It does not matter what methods they use. It does matter that they use a method which fits the counsellor. The problem is a matter of authenticity. The important thing about methods is, not that we use a particular method, but that whatever method we use fits who you are, what's going on, who the person is, and so on. Remember I said one of the things we found in our research was the difference between the good ones and the poor ones, that the good ones were willing to reveal themselves and the poor ones were not.

Counselling is a relationship and you cannot have a relationship with the noninterested. You can only have a relationship with somebody who lets you know who he is, you cannot deal with people who do not reveal themselves. So it is a question of methods in counselling or in teaching or one of the other fields we have been talking about. It is not a question of having the right method, it is the question of discovering the methods which fit. Methods are like the clothes you wear. I wouldn't look well in your clothes and you wouldn't look well in mine. Each of us has to wear what he thinks becomes him, and the same thing is true about the question of methods. The problem is not which method, but what is appropriate for me in the situation that I am in. It has to do with what psychologists now call making yourself visible. If you don't make yourself visible people cannot have a relationship with you.

Take for instance the child who has lived with his teacher now for six months and he knows who she is and what she's like, but she says "I'm not like that at all." She is in an impossible position to deal with that person. If he treats her the way he knows she is, she rejects him, if he tries to treat her the way she thinks she is, then he can only do it so long as he can act it. He cannot act it unless she can keep his mind on it, and the minute he forgets, he falls back on what he really knows she is and he is back in the soup again, so there is only one thing he can do with that kind of teacher and that is to stay as far away from her as possible, and that is precisely what he does. The same thing is true with administrators. It is very interesting for me that when I go to conventions that what administrators complain about more than anything else is that administration is such a lonesome job, and I suspect it is lonesome for many of them because the people they are working with don't really know where they stand and for that reason they stay as far away from them as they possibly can.

Well, what I've been trying to do here this morning is to share with you what I think is some of the most exciting research that I have ever been engaged in. What it has to do with is this; it means that what makes an effective person in any of the helping professions is not a question of knowledge or of method, but is a question of how that person has learned to use himself in carrying out his own and society's purposes. Especially it has to do with his belief system, and so it means for me that in the process of training teachers and of training counsellors, we have to pay much more attention to their beliefs and much less attention to the methods they use. It means that we have to pay a great deal more attention in discovery of their own belief system and I'd like to talk some more about that tomorrow morning. It means that what we find is differences in five areas, how these people approach the problems; do they see things internally or externally.

A New Light on Helping Professions

It has to do with what we believe about the people they work with. It has do do with what they believe about themselves. It has to do with what they believe are appropriate purposes, and finally, it has to do with their discovery of methods which are authentic for them. Thanks.

MEETING #3

AGENDA

1.	Report on Group Work	30 min.	Ed.
2.	Assignment--Flow Chart Complete Steps 5 & 6		
3.	Quiz--Empathy	10 min.	Mike
4.	Introduction	10 min.	Mike
5.	Empathy--definition--rating scale	20 min.	Ed
	Coffee Break	10 min.	
6.	Empathy practice--dyads	30 min.	Ed & Mike
	Empathy practice--small group	50 min.	Ed & Mike
7.	9:45 p.m. Group Discussion		Mike & Ed

Materials
a. Coomb's Talk--Typescript (previously distributed)
b. Quiz--empathy
c. Empathy definition--rating scale (previously distributed)
d. Empathy practice sheet
e. Effective Vocabulary
f. Ratings of Facilitative Conditions
g. Dave Aspy's studies

Jan. 10/72
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NAME ______________________________

DATE ______________________________

CORE CONDITIONS

EVALUATION OF INFORMATION

Please answer the following questions as completely as you can.

1. What is Empathy?

2. Give two reasons why you would want to be empathic in interpersonal relationships.
   a.

   b.

3. List four ways in which you think you show that you are empathic when talking with someone.
   a.

   b.

   c.

   d.

Effective Vocabulary

October 12, 1971

happy

joyous
contented
pleased
buoyant
up
merry
satisfied
animated
comfortable
great
glad
rapturous
lively
jolly
good
delighted
cheery
exhilarated
successful
cheerful
jovial
sunny
high

sad

sorrowful
dissatisfied
unlucky
cast down
miserable
forlorn
unhappy
calamitous
gloomy
disheartened
grieved
disconsolate
morose
blue
dejected
discouraged
anguished
abandoned
sour
unlucky
despairing
wretched
aggrieved
cheerless
discontented
gloomy
melancholy
mournful
abject

loving

passionate
devoted
tender
fervent
fond
adoring
friendly
rapture
attracted

hatred

estranged
abhorrence
bitter
aversion
revulsion
abomination
malice
enmity towards

mirthful

merry
gleeful
cheery
jovial
jolly
festive
glad
hilarious

angry

indignant
mad
offended
resentful
turbulent
fretful
scorn
irritated
displeased
vexed
violent
peeved

meek

mild
peaceful
gentle
patient
calm
agreeable
smooth
contented
placid
happy

suffering

experiencing
abiding
writing
tortured
bearing
putting up with
smarting
drooping
tolerating
bleeding
sickened
submitting
allowing
gasping
collapsing
enduring
aching
groaning

overcoming

casting off
banishing
celebrating
throwing off
excluding
reveling
setting aside
discarding
jubilant
conquering
triumphant
rejoicing
vanquishing
shouting

surprised

astounded
amazed
astonished
startled
bewildered
flabbergasted
disconcerted
stunned
stupefied
confounded
rattled

afraid

timid
scared
frightened
alarmed
terrified
terror stricken
cowardly
fearful
timorous
apprehensive
faint hearted
anxious

brave

fearless
courageous
gallant
valiant
bold
cool
confident
heroic
undaunted
collected
confident
reckless

determined

decided
firm
fixed
stable
immovable
unalterable
resolute
steady
obstinate
stubborn
unwavering

undecided

vacillating
wavering
fickle
uncertain
irresolute
unsteady
fluctuating
inconstant
unstable

disgusted

loathing
abomination
abhorrence
dislike
distaste
aversion
repugnance
detestation
resentment
loathesomeness

liking

admiration
approval
reverence
commendation
praise
respect
favor
esteem
sanction
approbation

contempt

disdain
scorn
derision
mockery
disregard
disrespect
slight
slur

respect

regard
affection
admiration
approval
endorsement
sanction

EXERCISE CORE CONDITIONS

1. Interchange Feelings

   Helpee → Helper

2. Interchange Feelings

   Helpee → Helper → Helpee

   Rate + or -

3. Interchange Feelings Extended

   Helpee → Helper → Helpee → Helper → Helpee

   Rate on a 1 to 5 scale

4. Interchange Feelings and Meaning (Content)

   Helpee → Helper → Helpee

   Rate & Record Score

5. Interchange Feelings and Meaning (Content)

   Extended to Six responses by Helper.

   Use Mode in rating.

COMMUNICATION: RATINGS OF FACILITATIVE CONDITIONS AND RESPONSE REPERTOIRE OF HELPER RESPONSES TO HELPEE STIMULUS EXPRESSIONS

Populations (Levels)	(No. of subjects)	Level of Communication (Ratings of helper responses on 5-point scales)	
		Mean	Standard Deviation
1. General population			
Outpatients	10	1.5	0.4
Parents	20	1.5	0.5
Military	10	1.6	0.5
2. College students			
Freshman	330	1.6	0.5
Upperclass philosophy	30	1.5	0.5
Student leaders	30	1.5	0.5
Volunteer helpers	30	1.5	0.2
Senior psychology	30	1.6	0.5
3. Lay personnel			
Lay teachers	50	1.6	0.5
Lay counselors	50	1.6	0.4
4. Professionals			
Teachers	20	1.8	0.6
Beginning psychology graduate students	10	1.9	0.5
Experienced counselors (not systematically trained)	20	2.2	0.5
Experienced counselors (systematically trained)	10	3.0	0.4

Carkhuff, 1969a.

THE EFFECTS OF HIGH AND LOW FUNCTIONING TEACHERS UPON STUDENT PERFORMANCE

David Aspy

William Hadlock

PROBLEM AND METHODOLOGY

The classes of grammar school teachers were recorded and assessed to determine the level at which the teachers were functioning in their classroom interactions. Indexes of student performance were assessed in order to determine their relationship with teacher level of functioning.

RESULTS AND DISCUSSION

Students of teachers functioning at the highest levels of facilitative conditions demonstrate higher levels of academic achievement than students of teachers functioning at the lowest levels of conditions. The students of the highest level teacher gained an average of two and one-half academic years over the course of one academic year while the students of the lowest level teacher gained an average of six achievement months over one academic year. In addition, the students of the low-level functioning teachers were significantly more truant than those of the high level teachers.

THE DIFFERENTIAL EFFECTS OF HIGH AND LOW FUNCTIONING TEACHERS UPON STUDENT ACHIEVEMENT

David Aspy

PROBLEM AND METHODOLOGY

An investigation of the influence of a classroom's emotional climate upon the cognitive growth of 120 third-grade students who had been matched according to sex and IQ was implemented by (1) administering five subtests of the Stanford Achievement Test to the students at the beginning and conclusion of the same academic year and (2) tape recording reading groups conducted by their six teachers. The teachers' levels of empathy, congruence, and positive regard were determined from the tape recordings by three experienced raters who employed scales which had been validated by previous research of psychotherapeutic interviews. The teachers tape recorded their reading groups fifteen minutes each day during one week in March and again during one week in May. Each of the raters evaluated eight randomly selected excerpts of each teacher's performance.

RESULTS AND DISCUSSION

The ratings for the teachers occurred in one higher and one lower cluster; that is, the ratings for three teachers were not significantly different, but all their ratings were significantly higher than the remaining three teachers. Also, the ratings for each of the three conditions placed the teachers in the same rank order. Therefore, sixty students received significantly higher conditions than the remaining sixty. The results of four of the five subtests and the total gain indicated that those receiving higher conditions achieved significantly more gain than those receiving lower conditions. The spelling subtest revealed nonsignificant differences between the two groups with the group in lower conditions achieving more gain than the higher condition group. The results indicate (1) the procedure produced measures of a part of the classroom climate which related positively to student achievement, (2) higher conditions related positively to higher achievement, and (3) lower conditions related to lower achievement. Higher conditions seemed to enhance achievement while lower conditions retarded it. The difference between the means for the total gain by the two groups was 1.6 years.

MEETING #4

AGENDA

1.	Report on group work	20 min.	Mike
2.	Assignment Flow Chart Steps 7 & 8		
3.	Practice Empathy Small Groups - Use practice sheet level 4 and 5	30 min.	Ed, Mike
4.	Quiz Empathy - coffee break Quiz Respect Quiz Concreteness	30 min.	Mike
5.	Introduction to Respect	15 min.	Ed
6.	Introduction to Concreteness	10 min.	Mike
7.	Practice - small groups (Empathy, Respect, Concreteness) Discrimination & Production	60 min.	Ed & Mike
8.	9:45 Group Discussion		Ed & Mike

Materials
a. Quiz on Empathy
b. Quiz on Respect
c. Quiz on Concreteness
d. Respect - definition & scale
e. Concreteness - definition & scale

Jan. 10/72
MBM/gg

NAME ______________________________

DATE ______________________________

CORE CONDITIONS

EVALUATION OF INFORMATION

Please answer the following questions as completely as you can.

1. What is Empathy?

2. Give two reasons why you would want to be empathic in interpersonal relationships.
   a.

   b.

3. List four ways in which you think you show that you are empathic when talking with someone.
   a.

   b.

   c.

   d.

NAME______________________________

DATE______________________________

CORE CONDITIONS

EVALUATION OF INFORMATION

Please answer the following questions as completely as you can.

1. What is Respect?

2. Give two reasons why you would want to show respect in interpersonal relationships.

   a.

   b.

3. List three ways in which you think that you show respect when talking with someone.

   a.

   b.

   c.

NAME____________________________________

DATE____________________________________

CORE CONDITIONS

EVALUATION OF INFORMATION

Please answer the following questions as completely as you can.

1. What is Concreteness?

2. Give two reasons why you would want to be concrete in interpersonal relationships.

   a.

   b.

3. List three ways in which you think you show that you are concrete when talking with someone.

   a.

   b.

   c.

RESPECT

Definition

Communication to the person helped of a very deep concern for that person's value as a human being and as an individual; and also a communication of commitment to the realization of that person's human potentials.

In other words, a concern for the person's feelings, experiences, and potential.

Purpose of Communicating Respect

1. (Trusting relationship) To establish a relationship based upon trust and confidence in which the helpee can explore relevant concerns.
2. (Self-respect) To establish a basis on which the helpee can come to respect himself in areas relevant to his effective functioning.
3. (Respect for other) To establish a modality through which the helpee can, with appropriate discriminations, come to respect others in areas relevant to his own functioning.

Respect, as we are defining it, involves a concern for the rights and freedom of the person helped. This includes respecting the right and the ability [illegible] the person to make his own decisions. We don't simply give advice, rather we help discover alternatives and assist in investigating them. Advice may be given regarding procedures, regulations, and methods of reaching determined goals within a system.

Respect is not necessarily communicated in well modulated tones. Anger can sometimes communicate respect. The attitude is the key to successful communication of respect.

The communication of human warmth and understanding are the principal vehicles for communicating respect. Warmth is communicated to the person by:

1. The helper's commitment,
2. The helper's effort to understand.
3. The helper's spontaneity.

1. Commitment. Attitude, the degree to which the helper is willing to use his resources to assist the helpee (intensity).

2. Effort to Understand. Attitude more than a particular response. Silence, paraphrasing or questions may communicate this effort to understand if they grow out of an attitude of respect than out of your own needs.

3. Spontaneity. Responses to the person must be genuine and part of you. If you attempt to be spontaneous you will temper any tendency to "technique it." Be yourself within the framework we are building. However, spontaneity is not a license to react in any way you feel. React in a spontaneous but helpful, warm manner.

How Can the Helper Communicate Respect?

1. He suspends all critical judgements concerning the helpee.
2. He communicates to the helpee in at least minimally warm and modulated tones.
3. He concentrates upon understanding the helpee.
4. He concentrates on providing the helpee with an opportunity to make himself known in ways that might elicit positive regard from the helper.
5. He communicates in a genuine and spontaneous manner.

Examples

Person. I've been taking pot and I want to stop. I'm afraid I may get caught, but the rest of the guys don't seem to care. What can I do?

L1 You dumb pot heads are all alike. You haven't enough guts to quit so you whimper.
L2 I don't think there is much you can do. Besides, pot won't hurt you.
L3 It's really rough to do your own thing, but you want to stop.
L4 You sound like it may be a hard thing to do, but you're really ready to give it a try.

SCALE 2
THE COMMUNICATION OF RESPECT IN INTERPERSONAL PROCESSES
A SCALE FOR MEASUREMENT

Level 1

The verbal and behavioral expressions of the helper communicate a clear lack of respect (or negative regard) for the helpee(s).

Example: The helper communicates to the helpee that the helpee's feelings and experiences are not worthy of consideration or that the helpee is not capable of acting constructively. The helper may become the sole focus of evaluation.

In summary, in many ways the helper communicates a total lack of respect for the feelings, experiences, and potentials of the helpee.

Level 2

The helper responds to the helpee in such a way as to communicate little respect for the feelings, experiences, and potentials of the helpee(s).

Example: The helper may respond mechanically or passively or ignore many of the feelings of the helpee.

In summary, in many ways the helper displays a lack of respect or concern for the helpee's feelings, experiences, and potentials.

Level 3

The helper communicates the minimal acknowledgment of regard for the helpee's position and concern for the helpee's feelings, experiences, and potentials.

Example: The helper communicates an openness to the prospect of the helpee's ability to express himself and to deal constructively with his life situation.

In summary, in many ways the helper communicates the possibility that who the helpee is and what he does may matter to the helper, at least minimally. Level 3 constitutes the minimal level of facilitative interpersonal functioning.

Level 4

The helper clearly communicates a very deep respect and concern for the helpee.

Example: The helper's responses enable the helpee to feel free to be himself and to experience being valued as an individual.

In summary, the helper communicates a very deep caring for the feelings, experiences, and potentials of the helpee.

Level 5

The helper communicates the very deepest respect for the helpee's worth as a person and his potentials as a free individual.

Example: The helper cares very deeply for the human potentials of the helpee and communicates a commitment to enabling the helpee to actualize his potential.

In summary, the helper does everything he can to enable the helpee to act most constructively and emerge most fully.

CONCRETENESS

(Specificity of Expression)

Definition

The communication of personally relevant feelings and experiences in specific terms.

A low level of concreteness is shown when discussion is on a relatively intellectual or abstract level.

A high level of concreteness is shown when specific feelings and experiences are shown.

The helper tries to understand in specific terms the personally relevant concern of the helpee during the initial phase of interaction. During later phases, the focus changes to the specific alternatives, and implications involved in resolution of the helpee's concern or problem.

Purposes of Communicating Concretely

1. Helper's concreteness ensures that he doesn't become too far removed emotionally from the helpee's feelings and experiences. Misunderstandings about feelings can be immediately corrected when concrete expressions are used.

2. Helper's concreteness ensures an accurate understanding of the experiences and content of the helpee's problem or concern. Misunderstandings about experiences or content can be immediately corrected when concrete expressions are used.

3. Concreteness moves the helpee to attend to specific areas and emotions. Concreteness helps define the problem so that the helpee can begin to deal with it in specific terms.

How Can the Helper Communicate Concretely?

1. He makes concrete his own reflections and interpretations. He leads the way, and models concreteness.
2. He emphasizes the personal relevance of the helpee's communication.
3. He asks for specific details and specific instances at the appropriate time.
4. He relies upon his own experience as a guideline for determining whether concreteness is appropriate or not.
5. He uses reflection or paraphrasing, direct questions, and parasummary.

Concreteness is probably the easiest core condition to use. It is useful, however, there is a tendency to rely only on this dimension. It should be used in conjunction with empathy and respect.

Examples

One of my family has trouble with booze but he can't talk with us.

(Some empathy: no concreteness)

Drinking can be very disruptive in a family.

(Low empathy: high concreteness)

Who are you talking about? You mean your father?

(High empathy: high concreteness)

I get the feeling you're not only afraid of your father when he's drunk, but somehow you feel guilty about it.

SCALE 3

PERSONALLY RELEVANT CONCRETENESS OF SPECIFICITY OF EXPRESSION IN INTERPERSONAL PROCESSES

A SCALE FOR MEASUREMENT

Level 1

The helper appears to lead or allow all discussions with the helpee(s) to deal only with vague and anonymous generalities.

Example: The helper and the helpee discuss everything on strictly an abstract and highly intellectual level.

In summary, the helper makes no attempt to lead the discussion into the realm of personally relevant specific situations and feelings.

Level 2

The helper frequently appears to lead or allow even discussions of material personally relevant to the helpee(s) to be dealt with on a vague and abstract level.

Example: The helper and the helpee may discuss "real" feelings but they do so at an abstract, intellectual level.

In summary, the helper does not elicit discussion of most personally relevant feelings and experiences in specific and concrete terms.

Level 3

The helper is open and at times facilitative of the helpee's discussion of personally relevant material in specific and concrete terminology.

Example: The helper will help to make it possible for the discussion with the helpee(s) to center directly around most things that are personally important to the helpee(s), although there will continue to be areas not dealt with concretely and areas that the helpee does not develop fully and specifically.

In summary, the helper is open to consideration of personally relevant specific and concrete instances, but these are not always fully developed. Level 3 constitutes the minimal level of facilitative functioning.

Level 4

The helper appears frequently helpful in enabling the helpee(s) to fully develop in concrete and specific terms almost all instances of concern.

Example: The helper is able on many occasions to guide the discussion to specific feelings and experiences of personally meaningful material.

In summary, the helper is very helpful in enabling the discussion to center around specific and concrete instances of most important personally relevant feelings and experiences.

Level 5

The helper appears always helpful in guiding the discussion so that the helpee(s) may discuss fluently, directly, and completely specific feelings and experiences.

Example: The helper involves the helpee in discussion of specific feelings, situations, and events regardless of their emotional content.

In summary, the helper facilitates a direct expression of all personally relevant feelings and experiences in concrete and specific terms.

Carkhuff, Robert R., Helping & Human Relations, Volume I, Holt, Rinehart and Winston, Inc., 1969.

RESPECT

Definition

Communication to the person helped of a very deep concern for that person's value as a human being and as an individual; and also a communication of commitment to the realization of that person's human potentials.

In other words, a concern for the person's feelings, experiences, and potential.

Purpose of Communicating Respect

1. (Trusting relationship) To establish a relationship based upon trust and confidence in which the helpee can explore relevant concerns.
2. (Self-respect) To establish a basis on which the helpee can come to respect himself in areas relevant to his effective functioning.
3. (Respect for other) To establish a modality through which the helpee can, with appropriate discriminations, come to respect others in areas relevant to his own functioning.

Respect, as we are defining it, involves a concern for the rights and freedom of the person helped. This includes respecting the right and the ability of the person to make his own decisions. We don't simply give advice, rather we help discover alternatives and assist in investigating them. Advice may be given regarding procedures, regulations, and methods of reaching determined goals within a system.

Respect is not necessarily communicated in well modulated tones. Anger can sometimes communicate respect. The attitude is the key to successful communication of respect.

The communication of human warmth and understanding are the principal vehicles for communicating respect. Warmth is communicated to the person by:

1. The helper's commitment,
2. The helper's effort to understand.
3. The helper's spontaneity.

1. Commitment. Attitude, the degree to which the helper is willing to use his resources to assist the helpee (intensity).

2. Effort to Understand. Attitude more than a particular response. Silence, paraphrasing or questions may communicate this effort to understand if they grow out of an attitude of respect than out of your own needs.

3. *Spontaneity*. Responses to the person must be genuine and part of you. If you attempt to be spontaneous you will temper any tendency to "technique it." Be yourself within the framework we are building. However, spontaneity is not a license to react in any way you feel. React in a spontaneous but helpful, warm manner.

How Can the Helper Communicate Respect?

1. He suspends all critical judgements concerning the helpee.
2. He communicates to the helpee in at least minimally warm and modulated tones.
3. He concentrates upon understanding the helpee.
4. He concentrates on providing the helpee with an opportunity to make himself known in ways that might elicit positive regard from the helper.
5. He communicates in a genuine and spontaneous manner.

Examples

Person. I've been taking pot and I want to stop. I'm afraid I may get caught, but the rest of the guys don't seem to care. What can I do?

L1 You dumb pot heads are all alike. You haven't enough guts to quit so you whimper.
L2 I don't think there is much you can do. Besides, pot won't hurt you.
L3 It's really rough to do your own thing, but you want to stop.
L4 You sound like it may be a hard thing to do, but you're really ready to give it a try.

SCALE 2
THE COMMUNICATION OF RESPECT IN INTERPERSONAL PROCESSES
A SCALE FOR MEASUREMENT

Level 1

The verbal and behavioral expressions of the helper communicate a clear lack of respect (or negative regard) for the helpee (s).

Example: The helper communicates to the helpee that the helpee's feelings and experiences are not worthy of consideration or that the helpee is not capable of acting constructively. The helper may become the sole focus of evaluation.

In summary, in many ways the helper communicates a total lack of respect for the feelings, experiences, and potentials of the helpee.

Level 2

The helper responds to the helpee in such a way as to communicate little respect for the feelings, experiences, and potentials of the helpee(s).

Example: The helper may respond mechanically or passively or ignore many of the feelings of the helpee.

In summary, in many ways the helper displays a lack of respect or concern for the helpee's feelings, experiences, and potentials.

Level 3

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Example: The helper communicates an openness to the prospect of the helpee's ability to express himself and to deal constructively with his life situation.

In summary, in many ways the helper communicates the possibility that who the helpee is and what he does may matter to the helper, at least minimally. Level 3 constitutes the minimal level of facilitative interpersonal functioning.

Level 4

The helper clearly communicates a very deep respect and concern for the helpee.

Example: The helper's responses enable the helpee to feel free to be himself and to experience being valued as an individual.

In summary, the helper communicates a very deep caring for the feelings, experiences, and potentials of the helpee.

Level 5

The helper communicates the very deepest respect for the helpee's worth as a person and his potentials as a free individual.

Example: The helper cares very deeply for the human potentials of the helpee and communicates a commitment to enabling the helpee to actualize his potential.

In summary, the helper does everything he can to enable the helpee to act most constructively and emerge most fully.

CALGARY SCHOOL BOARD

AGENDA

MEETING #5
January 17, 1972

1.	Group Work Problems or Comments Observations within a group	Ed	20 min.
2.	Practice-Empathy-small groups Written production, rating, improving	Ed & Mike	60 min.
	Coffee break		15 min.
3.	Practice-Empathy, Respect, Concreteness Small groups- work on a concern until it is well defined.	Ed & Mike	60 min.
4.	9:45 Comments	Mike	

MBM/gg
Jan. 17/72

CALGARY SCHOOL BOARD

AGENDA

MEETING #6
January 19, 1972

1. Group Work Problems or Comments	Mike	20 min.
2. Posttest Respect Posttest Concreteness Pretest Confrontation	Mike	30 min.
3. Introduce Confrontation	Ed	20 min.
4. Practice-Core Conditions	Mike & Ed	90 min.
5. 9:45 Comments	Ed	

MBM/gg
Jan. 17/72

NAME______________________________________

DATE______________________________________

CORE CONDITIONS

EVALUATION OF INFORMATION

Please answer the following questions as completely as you can.

1. What is Respect?

2. Give two reasons why you would want to show respect in interpersonal relationships.

   a.

   b.

3. List three ways in which you think that you show respect when talking with someone.

   a.

   b.

   c.

NAME______________________________________

DATE______________________________________

CORE CONDITIONS

EVALUATION OF INFORMATION

Please answer the following questions as completely as you can.

1. What is Concreteness?

2. Give two reasons why you would want to be concrete in interpersonal relationships.

   a.

   b.

3. List three ways in which you think you show that you are concrete when talking with someone.

   a.

   b.

   c.

NAME ________________________

DATE ________________________

CORE CONDITIONS

EVALUATION OF INFORMATION

Please answer the following questions as completely as you can.

1. What is Confrontation?

2. Give two reasons why you would want to show confrontation in interpersonal relationships.

   a.

   b.

3. List three ways in which you think that you show confrontation when talking with someone.

   a.

   b.

   c.

CONFRONTATION

Definition: The communication of recognized discrepancies in another person's behavior.

The discrepancies may be in verbal and non-verbal communications and may include discrepancies in content or information as well as feeling or affect.

You can confront on either the client's resources or on his limitations.

Purpose of using confrontation

1. To point out discrepancies between illusion and reality (the helpers experiences of the helpee versus the helpees expressions about himself and others).
2. To point out discrepancies within the helpee (ideal versus real self).
3. To point out discrepancies between what the helpee says and does (insight and action).

Confrontations vary in kind and intensity. Confrontation is the vehicle that ultimately translates awareness and insight into action. A life without confrontation is directionless, passive, and impotent.

The helper by active confrontation may precipitate (an awareness of a crisis, the helper did not create the crisis.

Crises.

There are at least three factors to consider in evaluating a crisis.

a. the hazardous threat producing event
b. The threat that arouses both immediate and past fears that combine to produce emotional vulnerability.
c. The individual's ability (to date) to cope with the threat.

Ways of effectively confronting

1. Helper concentrates upon the helpee's expressions, both verbal and non-verbal.
2. Helper concentrates initially upon raising questions concerning discrepant communications from the helpee.
3. Helper focuses with increasing specificity (concreteness) upon discrepancies in helpee's behavior.
4. Helper relies upon his experiences of the helpee in the relationship as the best guideline.

Jan. 7/72

MBM/gg

Direct confrontation is an act, not a reaction. It is initiated by the helper, based on his core understanding of the helpee. It brings the helpee into more direct contact with himself, his strengths and resources, as well as his self-destructive behavior. The purpose of confrontation is to reduce the ambiguity and incongruities in the helpee's experiencing and communication. In effect, it is a challenge of the helpee to become integrated: that is, at one with his own experience. It is directed at discrepancies within the helpee (his ideal versus real self); between what the helpee says and does (insight and action); and between illusion and reality (the helper's experience of the helpee versus the helpee's expression of his experience of himself and the helper). The therapeutic goal is a nondestructive and emerging unity within the client. It implies a constructive attack upon an unhealthy confederation of miscellaneous illusions, fantasies, and life avoidance techniques in order to create a reintegration at a higher level of health. The strength and intensity of a confrontation may correspond with how dominant and central the emotional pattern is to the helpee's life style. The therapeutic risk will also depend upon the amount of disorganization both the helper and helpee can handle.

The quality of a confrontation, then, corresponds to the experiential skill, emotional integration, and intent of the helper. It is a risk which the helper takes out of deep commitment to the helpee in the recognition that the helpee's defenses are his enemy and do not allow him direct contact with himself, they interfere with nourishing contact with other men. In this sense, the helper pits his health against the helpee's sickness while at the same time being a formidable ally of the helpee's health. The helper is the enemy of the helpee's self-destructive tendencies.

IDEAL SELF VERSUS REAL SELF

The following illustration provides an example of the helper's confrontation of a high-level functioning young woman's discrepancy between her ego ideal and real self:

Helpee: I like to see myself as different from all the others.

Helper: Your uniqueness, that's not real for you though.

Helpee: I don't know. I don't want to be a nobody, just part of the crowd so I try to do things that are different from everyone else.

Helper: You try to act unique.

Helpee: I guess that's true because I always come back to doing what everyone else does anyway. I've always been a nobody and no one ever really noticed me like a few of the girls who are natural about things and seem to know what they want. I envy them.

Helper: But what about you?

Helpee: I don't know who I am.

In this instance, the helpee in her ego ideal wants to see herself as being "unique," and in order to realize her illusion she self-consciously looks for ways to act uniquely. In reality, she is afraid of the group's disapproval and more consistently conforms to the prevailing norms. In therapy, she becomes involved, for the first time, in a process of searching for herself.

INSIGHT AND ACTION

The following illustration points up how the helper uses direct confrontation as a vehicle to translate insight into action for a male helpee in his thirties who is functioning around level 2:

Helpee: I now understand what my father has done to me. It's all very clear to me. I think I've got the situation licked.

Helper: But you're still getting up at 5 o'clock in the morning for him when he could get rides from a lot of other men.

Helpee: Well, uh, he is still my father.

Insight and Action

Helper: Yeah, and you're still scared to death of him ... scared that he'll beat you up or disapprove of you and you're thirty-five years old now. You still fear him like you were a kid.

Helpee: No, you're wrong, because I don't feel scared of him right now.

Helper: You're scared right now--here--with me--he's here ....

Helpee: I guess I understand him better for what he is, but when I'm around him I'm still scared, and always think of standing up to him after I leave him. Then I talk myself out of doing what I really want to do.

The helpee believes, in this instance, that understanding and insight is enough; having the illusion that an organized picture of his situation leaves him in control. In fact, however, he continues to behave in his stereotyped manner. The helper confronts him with the insight/action discrepancy in the hope of facilitation of helpee movement out of an authority/dependency relationship.

ILLUSION & REALITY

The following segment is an illustration of therapy with a forty-five-year-old female helpee functioning at about level 2. The helper confronts the helpee's discrepancy between illusion and reality, that is, between the helpee's verbal expression of her experience of herself as being weak as opposed to the helper's experience of the helpee:

Helpee: I know I sound weak and mousy. My question is--am I?

Helper: I get your question, but you don't really come across as being this upset over it, and I don't experience you as a weak person.

Helpee: I don't really feel weak, but somehow ...

Helper: You don't like being seen as a weak person.

Helpee: I know people like me better when I act weak.

Helper: Maybe you're afraid people won't like you if you come on strong.

The helpee confronts herself but cannot answer for herself. The helper responds with his experience of the helpee. There is no loss for the helpee here, but rather a confirmation of the kind of strength which will allow the helpee to make a full investment in therapy. Constructive therapeutic process movement ensues.

SCALE 6
CONFRONTATION IN INTERPERSONAL PROCESSES
A SCALE FOR MEASUREMENT

Level 1

The verbal and behavioral expressions of the helper disregard the discrepancies in the helpee's behavior (ideal versus real self, insight versus action, helper versus helpee's experiences).

Example: The helper may simply ignore all helpee discrepancies by passively accepting them.

In summary, the helper simply disregards all of those discrepancies in the helpee's behavior that might be fruitful areas for consideration.

Level 2

The verbal and behavioral expressions of the helper disregard the discrepancies in the helpee's behavior.

Example: The helper, although not explicitly accepting these discrepancies, may simply remain silent concerning most of them.

In summary, the helper disregards the discrepancies in the helpee's behavior and thus potentially important areas of inquiry.

Level 3

The verbal and behavioral expressions of the helper, while open to discrepancies in the helpee's behavior, do not relate directly and specifically to these discrepancies.

Example: The helper may simply raise questions without pointing up the diverging direction of the possible answers.

In summary, while the helper does not disregard discrepancies in the helpee's behavior, he does not point up the directions of the discrepancies. Level 3 constitutes the minimum level of facilitative interpersonal functioning.

Level 4

The verbal and behavioral expressions of the helper attend directly and specifically to the discrepancies in the helpee's behavior.

Example: The helper confronts the helpee directly and explicitly with discrepancies in the helpee's behavior.

In summary, the helper specifically addresses himself to discrepancies in the helpee's behavior.

SCALE 6 (cont'd)

Level 5

The verbal and behavioral expressions of the helper are keenly and continually attuned to the discrepancies in the helpee's behavior.

Example: The helper confronts the helpee with helpee discrepancies in a sensitive and perceptive manner whenever they appear.

In summary, the helper does not neglect any potentially fruitful inquiry into the discrepancies in the helpee's behavior.

Carkhuff, Robert R., Helping & Human Relations, Volume I, Holt, Rinehart & Winston, Inc., 1969.

CALGARY SCHOOL BOARD

AGENDA

Meeting #7
January 24, 1972

1.	Group Work Report-tapes	30 min.
2.	Confrontation Scale Post-test confrontation	30 min.
3.	Pretest genuineness Pretest self-disclosure	
	Coffee break	
4.	Introduction of genuineness Definition & scale	15 min.
5.	Introduction of Self-Disclosure Definition & scale	15 min.
6.	Practice- Small groups	60 min.
7.	Closure	30 min.

NAME______________________________

DATE______________________________

CORE CONDITIONS

EVALUATION OF INFORMATION

Please answer the following questions as completely as you can.

1. What is Confrontation

2. Give two reasons why you would want to use confrontation in interpersonal relationships.

   a.

   b.

3. List three ways in which you think that you use confrontation when talking with someone.

   a.

   b.

   c.

NAME______________________________

DATE______________________________

CORE CONDITIONS

EVALUATION OF INFORMATION

Please answer the following questions as completely as you can.

1. What is Genuineness?

2. Give two reasons why you would want to show genuineness in interpersonal relationships.

   a.

   b.

3. List three ways in which you think that you show genuineness when talking with someone.

   a.

   b.

   c.

NAME______________________________

DATE______________________________

CORE CONDITIONS

EVALUATION OF INFORMATION

Please answer the following questions as completely as you can.

1. What is Self-Disclosure?

2. Give two reasons why you would want to show self-disclosure in interpersonal relationships.

    a.

    b.

3. List three ways in which you think that you show self-disclosure when talking with someone.

    a.

    b.

    c.

FACILITATIVE GENUINENESS

Definition:

A minimally facilitative level of genuineness occurs where the first person provides no discrepancies between what he verbalizes and what other cues indicate he is feeling, while also providing no positive cues to indicate really genuine responses to the second person. Cues are the content of what is being said and tone of voice. Visual cues are also critical.

Genuineness provides both the goal of helping and the necessary contextual base within which helping takes place. Man's search in helping and in life is a search for authenticity, both intrapersonal and interpersonal. The dimension of self-disclosure is one facet of genuineness and serves a more complementary role in this regard, with its impact under some conditions more significant than under others.

At lower levels the verbalizations of the helper are unrelated to what he otherwise appears to be experiencing.

At higher levels varying degrees of positive cues should be used indicating a genuine response that is communicated in a nondestructive manner. In event of hurtful response the helper's responses are employed constructively to open a further area of inquiry for both the helper and the helpee.

There is evidence to suggest that whereas low levels of genuineness are clearly impediments to helpee progress, above a certain minimum level, very high levels of genuineness are not related to additional increases in helpee functioning. Genuineness should not be confused with free license to express all feelings; the helper must be guided by what is effective for the helpee. The helper does work toward a more equalitarian, full-sharing relationship.

Purposes for Communicating Genuineness

1. To assist the helper to keep in touch with what he is experiencing in the relationship.

2. To provide a basis for the helping process which occurs within a genuine relationship between helper and helpee.

3. To provide a model to the helpee of congruence between total experience and the communication of this experience by the helper.

4. To keep the reactions of helper and helpee to each other clear and open.

Facilitative Genuineness

How to Convey Facilitative Genuineness

1. The helper attempts to minimize the effects of his role, professional or otherwise.
2. The helper communicates no inauthentic responses while he demonstrates an openness to authentic ones.
3. He increasingly attempts to be as open and free within the helping relationship as is possible.
4. He can learn to make open-ended inquiries into the most difficult areas of his experience.

Examples

Helpee: I wonder if you are really letting me know how you feel about me.

Helper: In regard to the psychotherapeutic processes, it is imperative that one make every possible effort to communicate as much veracity as is possible. (L.1)

You really want to know whether I have been completely honest with you. (L.3).

I know I hear you saying you really have to know and now! - but - no! I haven't shared all. You'll have to convince me that I should. (L.4).

CCL/gg
Dec. 30/71
Prepared by Dr. Carolyn C. Larsen
Student Counselling Services
University of Calgary

SCALE 4
FACILITATIVE GENUINENESS IN INTERPERSONAL PROCESSES
A SCALE FOR MEASUREMENT

Level 1

The helper's verbalizations are clearly unrelated to what he appears otherwise to be feeling at the moment, or his only genuine responses are negative in regard to the helpee(s) and appear to have a totally destructive effect upon the helpee.

Example: The helper may appear defensive in his interaction with the helpee(s), and this defensiveness may be demonstrated in the content of his words or his voice quality. When he is defensive he does not employ his reaction as a basis for potentially valuable inquiry into the relationship.

In summary, there is evidence of a considerable discrepancy between the helper's inner experiencing and his current verbalizations, or where there is no discrepancy the helper's reactions are employed solely in a destructive fashion.

Level 2

The helper's verbalizations are slightly unrelated to what he appears otherwise to be feeling at the moment, or when his responses are genuine they are negative in regard to the helpee and he does not appear to know how to employ his negative reactions constructively as a basis for inquiry into the relationship.

Example: The helper may respond to the helpee(s) in a "professional" manner that has a rehearsed quality or a quality concerning the way a helper should respond in that situation.

In summary, the helper is usually responding according to his prescribed role rather than expressing what he personally feels or means. When he is genuine his responses are negative and he is unable to employ them as a basis for further inquiry.

Level 3

The helper provides no "negative" cues of a discrepancy between what he says and what he appears otherwise to be experiencing, but he provides no positive cues to indicate a really genuine response to the helpee(s).

Example: The helper may listen and follow the helpee(s), committing nothing more of himself, but communicating an openness to further commitment.

In summary, the helper appears to make appropriate responses that do not seem insincere but that do not reflect any real involvement either. Level 3 constitutes the minimal level of facilitative interpersonal functioning.

Level 4

The helper presents some positive cues indicating a genuine response (whether positive or negative) in a nondestructive manner to the helpee(s).

Example: The helper's expressions are congruent with his feelings, although he may be somewhat hesitant about expressing them fully.

In summary, the helper responds with many of his own feelings and there is no doubt as to whether he really means what he says. He is able to employ his responses, whatever the emotional content, as a basis for further inquiry into the relationship.

Level 5

The helper appears freely and deeply himself in a nonexploitative relationship with the helpee(s).

Example: The helper is completely spontaneous in his interaction and open to experiences of all types, both pleasant and hurtful; and in the event of hurtful responses the helper's comments are employed constructively to open a further area of inquiry for both the helper and the helpee.

In summary, the helper is clearly being himself and employing his own genuine responses constructively.

Carkhuff, Robert R. Helping & Human Relations Volume I, Holt, Rinehart and Winston, Inc., 1969.

SELF-DISCLOSURE

Definition

The appropriate, open communication by the helper of feelings and experiences.

Usually genuiness and self-disclosure are related. When the helper is functioning at high levels of genuiness it is frequently quite natural for him to disclose more about himself to the helpee; and when the helper is functioning at low levels of genuiness he is not likely to disclose very much about himself. He may attempt at low levels to remain as ambiguous a person as possible.

The key to self-disclosure is appropriateness. It is most appropriate for a helper functioning at high levels to be self-disclosing with a helpee functioning at a high level and least appropriate with a helpee functioning at a low level.

Purpose of communicating self-disclosure

1. (Genuineness). Self-disclosure can be one way of communicating genuineness. It can be a movement away from the "professional role" to "openness."
2. (Respect-Involvement). Usually we make the most meaningful disclosures to those with whom we are most involved, and for whom we care most.
3. (Movement). When used properly self-disclosure can be used as an index of progress in helping. We tend to disclose most to those who are improving most.

How can the counsellor be most successful in communicating self-disclosure?

1. He attempts to minimize the effects of his role, professional or otherwise.
2. He communicates no inauthentic responses while he demonstrates an openness to authentic ones.
3. He increasingly attempts to be as open and free within the helping relationship as is possible.
4. He can share experiences with the helpee as fully as possible.

Self-disclosure

5. He relies on his experience in the relationship as the best guideline.

Examples

Cl: Sometimes I can't communicate with anyone. I feel alone. Have you ever felt anything like that?

Co: L1. It really doesn't matter what I have felt, does it? We're dealing with your problem.

L1. As a metter of fact, I was hospitalized, you know, committed, last year because I was withdrawn and couldn't communicate. Probably some of the times I don't communicate well with you now is because of that problem.

L2. Tell me more about what you mean.

L3. At one point in my life I experienced similar difficulties.

L4. Hey, I think I know some of this from personal experience, only I think that you're a lot more introverted than I was - it's a degree of turning inward that I really don't fully understand. Can you help me?

MBM
Dec. 20/71
/gg

SCALE 5
FACILITATIVE SELF-DISCLOSURE IN INTERPERSONAL PROCESSES
A SCALE FOR MEASUREMENT

Level 1

The helper appears to attempt actively to remain detached from the helpee(s) and discloses nothing about his own feelings or personality to the helpee(s). If he does disclose himself he does so in a way that is not tuned to the helpee's interests and may even retard the helpee's general progress.

Example: The helper may attempt, whether awkwardly or skillfully, to divert the helpee's attention away from focusing upon personal questions concerning the helper, or his self-disclosures may be ego shattering for the helpee and may ultimately cause him to lose faith in the helper.

In summary, the helper actively attempts to remain ambiguous and an unknown quantity to the helpee, or if he is self-disclosing, he does so solely out of his own needs and is oblivious to the needs of the helpee.

Level 2

The helper, while not always appearing actively to avoid self-disclosures, never volunteers personal information about himself.

Example: The helper may respond briefly to direct questions from the helpee about himself; however, he does so hesitantly and never provides more information about himself than the helpee specifically requests.

In summary, the helpee either does not ask about the personality of the helper, or, if he does, the barest minimum of brief, vague, and superficial responses are offered by the helper.

Level 3

The helper communicates an openness to volunteering personal information about himself that may be in keeping with the helpee's interest, but this information is often vague and indicates little about the unique character of the helper.

Example: While the helper communicates a readiness to disclose personal information and never gives the impression that he does not wish to disclose more about himself, nevertheless, the content of his verbalizations are generally centered upon his reactions to the helpee and his ideas concerning their interaction.

In summary, the helper may introduce more abstract, personal ideas in accord with the helpee's interests, but these ideas do not stamp him as a unique person. Level 3 constitutes the minimum level of facilitative interpersonal functioning.

SCALE 5 (cont'd)

Level 4

The helper freely volunteers information, about his personal ideas, attitudes, and experiences in accord with the helpee's interests and concerns.

Example: The helper may discuss personal ideas in both depth and detail, and his expressions reveal him to be a unique individual.

In summary, the helper is free and spontaneous in volunteering personal information about himself and in so doing may reveal in a constructive fashion quite intimate material about his own feelings, values, and beliefs.

Level 5

The helper volunteers very intimate and often detailed material about his own personality and in keeping with the helpee's needs may express information that might be extremely embarrassing under different circumstances or if revealed to an outsider.

Example: The helper gives the impression of holding nothing back and of disclosing his feelings and ideas fully and completely to the helpee. If some of his feelings are negative concerning the helpee, the helper employs them constructively as a basis for an open-ended inquiry.

In summary, the helper is operating in a constructive fashion at the most intimate levels of self-disclosure.

Carkhuff, Robert R., Helping & Human Relations, Volume I, Holt, Rinehart & Winston, Inc., 1969.

TELEPHONE 267-9910
AREA CODE 403

CALGARY SCHOOL BOARD
CALGARY SCHOOL DISTRICT 19
EDUCATION CENTRE BUILDING
515 MACLEOD TRAIL S.E.
CALGARY 21
ALBERTA, CANADA

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CHIEF ARCHITECT & DIRECTOR OF PLANT

MEMORANDUM

TO: All Group Counselling Trainees

FROM: E.L. Gaetz

RE: Procedure for data collection

DATE: January 30, 1972

Because the Minister of Education has placed a freeze on all Innovative Projects, we are experiencing financial difficulties and in order to save us money, Hawkes, Gabbert & Associates are transferring the responsibility of data collection to the Guidance Department.

Therefore, from now on all lists, data forms, evaluation sheets, reports and enquiries are to be directed to D.W. Feltham, Supervisor of Guidance, 515 Macleod Trail S.E.Calgary 21.

This is the only change.

The project will continue as planned and the analysis will be completed by K.E. Nichols, Calgary School Board Research Assistant.

We realize this is a change in your original contract. If, because of this procedural change, you do not wish to continue participation, please contact me immediately.

CALGARY SCHOOL BOARD

AGENDA

Meeting #8
January 26, 1972

1. Group work	
Report and tapes	30 min.
2. Post-tests genuineness	30 min.
Post-tests self-disclosure	
Pretest immediacy	
Coffee	
3. Introduction to Immediacy	15 min.
Definition and scale	
4. Practice-Small Groups	75 min.
Core Conditions	
Group Conditions	
5. Closure	30 min.

NAME______________________________

DATE______________________________

CORE CONDITIONS

EVALUATION OF INFORMATION

Please answer the following questions as completely as you can.

1. What is Genuineness?

2. Give two reasons why you would want to show genuineness in interpersonal relationships.

   a.

   b.

3. List three ways in which you think that you show genuineness when talking with someone.

   a.

   b.

   c.

NAME________________________________

DATE________________________________

CORE CONDITIONS

EVALUATION OF INFORMATION

Please answer the following questions as completely as you can.

1. What is Self-Disclosure?

2. Give two reasons why you would want to show self-disclosure in interpersonal relationships.

   a.

   b.

3. List three ways in which you think that you show self-disclosure when talking with someone.

   a.

   b.

   c.

NAME________________________________

DATE________________________________

CORE CONDITIONS

EVALUATION OF INFORMATION

Please answer the following questions as completely as you can.

1. What is Immediacy?

2. Give two reasons why you would want to show immediacy in interpersonal relationships.

   a.

   b.

3. List three ways in which you think that you show immediacy when talking with someone.

   a.

   b.

   c.

IMMEDIACY

Definition

The direct translation and communication of the helpee's verbal and non-verbal expressions into the immediate relationship between the helper and the person helped. The key question is, "What is the helpee really trying to tell me that he cannot tell me directly?" The answer to this question is then extended into the immediate relationship between the helper and the helpee.

Purposes for Communicating Immediacy

1. (Model) To show how the helper acts upon what he sees (insight) going on between himself and the helpee. This demonstrates a translation into action.
2. (Interaction) Gives helpee the chance to experience two people in intense interaction, and communicates a depth of understanding of the complexity involved in a relationship.
3. (Clarification) To get rid of double messages and to assist helpee in presenting unconfounded messages.

How can the helper be most effective in communicating immediacy?

1. He concentrates upon his personal experience in the immediate moment.
2. He disregards for the moment the content of the helpee's expression.
3. He employs the frustrating, directionless moments of helping to search the questions of immediacy.
4. He periodically sits back and searches the questions of immediacy.

Two stages of immediacy

Stage 1 The helper approaches the helpee tentatively with immediacy. The formulations may not be precise and might take the form, "You're trying to tell me something more, something about yourself in relation to me." The helpee's responses will give the helper feedback and will also prepare the helpee for future communications of immediacy.

Immediacy (cont'd)

Stage 2 Helper approaches helpee directly. Formulations are precise as possible. The helper has a far better grasp of who the helpee directly communicates he is and also who the helpee really is as communicated in the double messages.

Examples

Helpee: Counselling has kind of been a help to me but I think that I'd rather spend my time doing something more useful.

Helper: I'm glad that you find counselling useful. (L1.)

I'm glad that the counselling has been successful. (L2.)

You're trying to tell me something more about yourself, something about yourself in relation to me. (L3.)

Although its been of some use, our relationship lacks (something) honesty, trust, openness. (L4.)

CCL/gg
Dec. 30/71
Prepared by Dr. Carolyn C. Larsen
Student Counselling Services
University of Calgary

SCALE 7
IMMEDIACY OF RELATIONSHIP IN INTERPERSONAL PROCESSES
A SCALE FOR MEASUREMENT

Level 1

The verbal and behavioral expressions of the helper disregard the content and effect of the helpee's expressions that have the potential for relating to the helper.

Example: The helper may simply ignore all helpee communications, whether direct or indirect, that deal with the helper-helpee relationship.

In summary, the helper simply disregards all helpee messages that are related to the helper.

Level 2

The verbal and behavioral expressions of the helper disregard most of the helpee expressions that have the potential for relating to the helper.

Example: Even if the helpee is talking about helping personnel in general, the helper may remain silent or simply not relate the content to himself.

In summary, the helper appears to choose to disregard most helpee messages that are related to the helper.

Level 3

The verbal and behavioral expressions of the helper while open to interpretations of immediacy, do not relate what the helpee is saying to what is going on between the helper and the helpee in the immediate moment.

Example: The helper may make literal responses or reflections to the helpee's expressions or otherwise open-ended responses that refer to no one specifically but that might refer to the helper.

In summary, while the helper does not extend the helpee's expressions to immediacy, he is not closed to such interpretations. Level 3 constitutes the minimum level of facilitative interpersonal functioning.

Immediacy (cont'd)

Level 4

The verbal and behavioral expressions of the helper appear cautiously to relate the helpee's expressions directly to the helper-helpee relationship.

Example: The helper attempts to relate the helpee's responses to himself but he does so in a tentative manner.

In summary, the helper relates the helpee's responses to himself in an open yet cautious manner.

Level 5

The verbal and behavioral expressions of the helper relate the helpee's expressions directly to the helper-helpee relationship.

Example: The helper in a direct and explicit manner relates the helpee's expressions to himself.

In summary, the helper is not hesitant in making explicit interpretations of the helper-helpee relationship.

CCL/gg
Dec. 30/71
Modified material presented by Carkhuff, 1969.
Prepared by Dr. Carolyn C. Larsen
Student Counselling Services
University of Calgary

AGENDA

MEETING #9, JANUARY 31, 1972

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1.	Group Work Description of member types	30 min.
2.	Review Model for Core Conditions Post-test Immediacy	30 min.
3.	Small Group Practice - 4	45 min.
4.	Large Group Practice - 6	45 min.
5.	Closure	30 min.
6.	Assignment - bring in a tape	

The Procrastinator

Makes commitments to do something but has a tendency to put things off. Usually has great enthusiasm when he is in the group but does not carry through. The group as well as the counsellor should take an active role in helping this person establish more realistic goals.

The Scapegoat

Usually lacks the social skills to handle attacks from the group or from individuals in the group. Counsellor can help this person by reflecting the feelings that he feels the scapegoat is experiencing. If the attacks are coming from one person, it may help to focus the attention of the group on the attacker.

The Monopolist

He seems to be a self-centered recognition seeker who tries to maintain a place for himself in the center of the stage. A variety of reasons seem to motivate this type of behavior. Among reasons given are a fear of isolation from the group because he feels he has little to offer a group, a feeling that he is superior to his associates and that they have little to offer him, or that he is very threatened by the group setting and is using talking to divert attention away from himself or certain topics.
He seems to be a poor risk in a group setting and some recommend that he be accepted in a group on a probationary basis. The counsellor should encourage honest feedback from group members when he tries to monopolize.

Silent and/or Withdrawn One

May be one and the same or they may perceive themselves very differently and have different reasons for remaining silent. Some become deeply involved in interacting with others, with a minimum of talking. They let others serve as their mouthpiece. Some silent ones are deliberate, slow-moving people who take their time in figuring out how they feel and what they want to say. They are reluctant to interrupt and as a result never get the floor.

The withdrawn one tends to be more negative about himself than the silent one. He tends to feel that no one is interested in helping him or that anything he says will help another group member.

The counsellor should not call on these people because it tends to put them on the spot. If the counsellor can help the non verbal member express his feelings he tends to be more accepted by other group members and is more willing to change his behavior.

The Resister

He uses a variety of techniques to avoid any change in his behavior in spite of the fact that he has volunteered for the group. He will miss meetings, come late, dwell on side issues, questioning whether or not the group will help or even act confused to distract the counsellor. Resistence seems to be a natural phenomenon in the group process. When it is exhibited by a member, the counsellor should try to guess how the resisting member feels and reflect these feelings. Immediately after his first successful experience in helping a member deal with this, the counsellor should describe it for the entire group, tell how it is often exhibited and explain why it is important for the group to deal with it and how they may do so. The counsellor must be open to his own genuine feelings and he must try to capture and help members discuss the feelings that are keeping him from reacting openly.

NAME________________________________

DATE________________________________

CORE CONDITIONS

EVALUATION OF INFORMATION

Please answer the following questions as completely as you can.

1. What is Immediacy?

2. Give two reasons why you would want to show immediacy in interpersonal relationships.

   a.

   b.

3. List three ways in which you think that you show immediacy when talking with someone.

   a.

   b.

   c.

AGENDA

MEETING #10 FEBRUARY 2, 1972

EVALUATION

1.	Group reports and tapes	30 min.
2.	Small group - 4	45 min.
3.	Large group - 13	60 min.
4.	Closure	

Trainees will be given this brief agenda and asked to conduct their own training session next week. Three group leaders will be assigned the responsibility for the session. The session will be evaluated the following week.

AGENDA

MEETING #10, FEBRUARY 2, 1972

GROUP REPORTS

1. Problems from Group Training Session
2. Time for submission of lists of candidates
3. Post-test

Al 15 minutes

TAPE

1. Jeannette's tape
2. Discussion

Marj 25 minutes

SMALL GROUP (4)
"Assessment"

Elaine Jeannette Ken 45 minutes

LARGE GROUP "Synthesizing the Assessments"

1. 3 minute reports
2. General discussion

Al and Marj 60 minutes

CLOSURE

Al and Marj 15 minutes

This agenda was generated by the trainees that were given the responsibility for this week's training session.

JEANNETTE

#1 Small Group

Assess the training program

This agenda was generated by the trainees that were assigned the responsibility of conducting this week's training session.

ELAINE

#2 Small Group

RESPOND TO THESE AREAS IN:

1. Core Conditions

   e.g. Tests (pre-post)
   Print-outs
   Instruction - et al.

2. Practice Sessions

   Effectiveness

3. Personal Interaction and Growth

   a) Manifestations
   b) Value

4. Properties

   Place
   Audio-visual equipment

5. Leadership

   Involvement (structured or non-structured)

This agenda was generated by the trainees that were assigned the responsibility of conducting this week's training session.

KEN

#3 Small Group

DISCUSS:

1. Comfort Factor
2. Expectations of course
   Realization
3. Recommendations for another session

This agenda was generated by the trainees that were assigned the responsibility of conducting this week's training session.

2A

CALGARY SCHOOL BOARD

Meeting #11

AGENDA

	Time	Person
1. Review of previous weeks work.	15 min	Ed & Mike
2. Evaluation of group's work of last week. Strengths and weaknesses.	20 min	Ed & Mike
3. Summary of the training program.	30 min	Mike & Ed
4. Post testing a. Production Test b. Discrimination Test c. Tape recordings (for session 12)	90 min	

IV

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